<table>
<thead>
<tr>
<th>Page</th>
<th>CONTENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>ii</td>
<td>Journal purpose</td>
</tr>
<tr>
<td>ii</td>
<td>Author guidelines</td>
</tr>
<tr>
<td>iv</td>
<td>Editors and Board Members</td>
</tr>
<tr>
<td>1-2</td>
<td>Greetings from INDEN President</td>
</tr>
<tr>
<td>3-4</td>
<td>Letter from the Editors</td>
</tr>
<tr>
<td>5-9</td>
<td>The role of social media in the lives of PhD students</td>
</tr>
<tr>
<td>10-14</td>
<td>Leveraging social media to facilitate research and dissemination</td>
</tr>
<tr>
<td>15-19</td>
<td>8 reasons why every doctoral student should have a Twitter account</td>
</tr>
<tr>
<td>20-21</td>
<td>Emerging Polished in a Crowded Social Media World</td>
</tr>
<tr>
<td>22-25</td>
<td>Doctoral Student Perspectives</td>
</tr>
<tr>
<td>26</td>
<td>Conference Information</td>
</tr>
<tr>
<td>27-30</td>
<td>Fellowship Call</td>
</tr>
<tr>
<td>31-33</td>
<td>Elections</td>
</tr>
<tr>
<td>34</td>
<td>What’s New in Doctoral Education</td>
</tr>
<tr>
<td>35</td>
<td>INDEN Business</td>
</tr>
</tbody>
</table>
The goals of *Advances in Nursing Doctoral Education & Research* are to:

- Promote academic debates and reports about nursing doctoral education
- Provide an academic platform for doctoral educators to share their innovations and experiences in providing nursing doctoral education
- Publish high quality nursing and interdisciplinary research
- Share best practices and procedures to enhance the diversity and quality in nursing doctoral education

**Journal Purpose**

Manuscripts submitted will be reviewed for their match to the journal’s aims by the editors. If the manuscript is a match for the journal’s aims, the editor will identify two editorial board members or manuscript reviewers with expertise in the area of the manuscript topic to review it and make recommendations regarding whether to publish it and any editing needed. The process will be ‘blinded’, neither the author(s) nor the reviewers will know the others’ identity.

Papers may be on any topic relevant to the goals of the publication and INDEN. (please refer to the INDEN website for its aim and objectives in detail) This may include those focused on research, theory, program evaluation and other scholarly papers related to nursing doctoral education and research topics. Some issues of the journal may focus on a particular theme such as “Measuring quality in nursing doctoral education.”

**Guidelines for the submission of a manuscript for the peer review section**

1. Relevance to aims of this publication
2. Follow format guidelines for manuscripts
3. Length – 2500-3000 words with 12 Arial font and double line spacing.
4. Format for research manuscripts:
   - Abstract (limited to 350 words)
   - Key words (3-4)
   - Introduction and Background
   - Methodology
   - Analysis
   - Conclusions
   - Discussion
   - Implications for practice and future research
5. Format for non-research manuscripts:
   - Abstract (limited to 350 words)
   - A concise summary of the argument or proposed course of action and conclusions
   - 3-4 key words
Author Guidelines

Guidelines for the submission of a Perspective

The Perspectives section of our ANDER journal invites doctoral students and faculty to share their experiences in doctoral education or other activities related to their development as scholars.

Authors for this section should include their name, credentials, affiliated university and their email address at the top of page. They also should send a picture and identify all the individuals in the picture with a text box underneath the image. Authors should briefly describe their area of research and population of interest.

The Format of this writing should be Arial, 12-point font and single-spaced with an extra space between paragraphs. The Maximum word limit is 400. Authors can send their perspectives to the editors through following email: son-inden@jhu.edu
Editors and Board Members

Editor-in-Chief:
Marie T. Nolan, PhD, RN, FAAN  
President, INDEN  
Professor and Associate Dean for Academic Affairs  
School of Nursing, Johns Hopkins University  
mnolan3@jhu.edu

Associate Editors:
Laurel A. Eisenhauer, RN, PHD, FAAN  
Professor Emerita  
William F. Connell School of Nursing  
Boston College  
Chestnut Hill, Massachusetts 02467 USA  
laurel.eisenhauer@bc.edu

Kristiina Hyrkas, PhD, LicNSc, MNSc, RN  
Director, Center for Nursing Research & Quality Outcomes  
Adjunct Professor, University of Southern Maine  
Editor, Journal of Nursing Management  
Maine Medical Center  
22 Bramhall Street, MGB2, RM2620  
Portland, Maine 04102-9954 USA  
hyrkak@mmc.org

Munikumar Ramasamy Venkatasalu, RGN, RMN, RNT, BSc, N MScN (Neuro), PhD (End of Life Care), PGDEPP  
Senior Lecturer in Adult Nursing  
Royal College of Nursing Akinsanya Scholar 2012  
University of Bedfordshire, Buckinghamshire Campus  
Oxford House, Oxford Road, Aylesbury, Buckinghamshire, HP21 8SZ  
kumar.venkatasalu@beds.ac.uk

Editorial Board Members:
Dr. Patricia Davidson  
United States

Dr. Judith Erlen  
United States

Dr. Caitrin Evans  
United Kingdom

Dr. Huaping Liu  
China

Dr. Milisa Manojlovich  
United States

Dr. Sonja McIlfattrick  
Ireland

Dr. Florence Myrick  
Canada

Dr. Richard Redman  
United States

Dr. Marilyn S. Sommers  
United States

Executive Director:
Ms. Martha Abshire  
United States

Associate Director:
Mrs. Tamar Rodney  
United Kingdom
Greetings from INDEN President

Social Networking in Nursing Doctoral Education

In this issue, I write my last President’s Letter in ANDER in preparation for welcoming President-Elect, Sonja McIlfatrick, PhD to the role of President following our upcoming INDEN Conference in San Juan, Puerto Rico July 22-23, 2015. Dr. McIlfatrick, Professor of Nursing at the University of Ulster in Northern Ireland has been a highly valued INDEN member and Board member for many years. She has been a great ambassador for INDEN throughout Europe and we look forward to growing further in Europe and globally under her leadership. We share a passion for research to advance the quality of palliative care for individuals with life threatening illness and their families. Dr. McIlfatrick is Head of Research for the All Ireland Institute of Hospice and Palliative Care.

It is fitting that as we look ahead to the future of INDEN, that this issue features the use of social networking in nursing doctoral education, a very forward thinking topic. Although social networking began as informal networking among friends and family, the power of this technology for social and political change quickly became apparent. I am writing this message on Mother’s Day in the United States (U.S); a holiday that is celebrated in various forms in many countries. In the U.S., in 1868, Ann Jarvis created a committee to establish, “Mother’s Friendship Day”. The purpose of this day was to bring together families that had been fractured by the bitter U.S. Civil War that left 600,000 soldiers dead on both sides of the conflict. It was the tremendous impact of the peaceful solidarity of motherhood, an early form of social networking, that led Ann’s daughter to successfully advocate for legislation establishing “Mother’s Day” in 1914 (Handwerk, 2014).

And so, the role of social networking in achieving the INDEN mission of advancing the quality of nursing doctoral education globally cannot be underestimated. Where nursing doctoral education advances, the profession of nursing advances. Where the profession of nursing advances, the role of women advances.
Greetings from INDEN President

Let us all join in celebrating INDEN and further advancement of nursing doctoral education at the Biennial Conference in Puerto Rico. We will look forward to seeing you there July 22-23, 2015.

Marie T. Nolan, PhD, RN, FAAN
President INDEN
Professor and Associate Dean for Academic Affairs
School of Nursing, Johns Hopkins University, USA

INDEN Conference Link:
http://nursing.jhu.edu/excellence/inden/conferences.html

References

Letter from the Editors

Social Media:
An inescapable platform in today’s doctoral education in nursing

Greetings to all INDEN members

Recent decades have shown massive growth of the doctoral education across the world. For example, although, there is lack of evidences around total number of graduate students in nursing, about 23,000 students pursue doctoral studies in UK Universities (HEFCE, 2010). Most doctoral students, at least in the UK, work alone in their ‘lonely planet’ of research, due to the nature of independent, self-directed and supervisor-managed research training and have a less collective shared learning experience during their doctoral journey (Mackenzie & Ling, 2009). Metaphor of their research journey often linked with experiences of isolation, loneliness, disconnection, at times possible discrimination. In such a learning environment, doctoral students reported a number of insecurities (Pilbeam & Denyer, 2009), and many needed greater support to facilitate adjustments while pursuing doctoral education (Evans, 2007).

Today social media remains an inescapable mode of communication across the world. Established research scholars frequently engage with these online social networks for various professional purposes. Benefits include sharing information and resources and collaborating with peers through engaging in social media based digital dialogues (Minocha & Petre, 2012; Veletsianos, 2012). Such communities of social media-practices would also be beneficial for the context of doctoral education. Whilst connections between doctoral students are perceived of as highly valuable (Pilbeam & Denyer, 2009), Mincocha and Petre’s (2012) study among 105 early career researchers and 45 supervisors across the world reported that use of social media in doctoral learning is often blocked by supervisors, though students wanted to became digital scholars. However a lack of high quality evidence from experimental studies about social media use in doctoral education might often induce supervisors blocking behaviours towards social media.

This issue brings existing a new age of social media in nursing doctoral education. We have three exciting peer reviewed papers on social media and its relevance to doctoral Education Nursing. An excellent introductory paper by Petrovsky on social media in lives of PhD students narrates the types of research platforms and non-research social media platforms available for doctoral nursing scholars. Another paper by Ferguson, Moorley and Jackson provides in-depth analysis of why doctoral students and early career researchers in Nursing should have Twitter account. A paper by Fahlberg focus on how social media supported recruiting subjects for their doctoral research.

In this issue, the Student Perspectives section presents doctoral students from UK, India, USA, and China. They present their doctoral journeys and one of the PhD student Bryen shared his views on social media. One of our editors Laurel Eisenhauer provides some resources for use of social media in higher education in our regular section on What’s New in Doctoral Education.
We hope that this issue will enrich peer doctoral scholar’s and doctoral faculty’s knowledge on use of social media in doctoral education in nursing. We are looking for your feedback and views on this topic. We are also encouraging the submission of manuscripts for the peer review section and welcome the submission of perspectives from doctoral students and faculty. Deadlines for the upcoming issues are June 1, 2015, September 1, 2015, and December 1, 2015.

**Associate Editors:**

Munikumar Ramasamy Venkatasalu, PhD, RGN, RMN, RNT, PGDEPP

Laurel A. Eisenhauer, PHD, RN, FAAN

Kristiina Hyrkas, PhD, LicNSc, MNSc, RN

**References**


The role of social media in the lives of PhD students

Darina Petrovsky, RN, MN, PhD Student
University of Pennsylvania School of Nursing

Abstract

The growth of social media platforms has dramatically increased in the last few decades. Many of its users are young adults, including those in the PhD programs. Social media connects users from across the globe with shared interests. The role of social media in PhD student life and research, however, remains unclear. The purpose of this article is to review selected social media platforms and discuss their applicability to PhD students. PhD students may find social media helpful in connecting with others and building their research trajectory. A variety of social media platforms exist, each with its own advantages and disadvantages. Social media, however, may play an important role in the lives of PhD students, whether it is to connect with others or promote their research interests.

Keywords: Social media, PhD, Doctoral students, student life, Doctoral Education

Introduction

Social media may play an important role in the lives of PhD students. The growth of social media platforms has dramatically increased in the last few decades. Many social media users are young adults, including those in PhD programs. Non-research and research focused social media platforms engage and connect PhD students from across the world. The exact role of social media in PhD student life and research, however, remains unclear. Thus, the purpose of this commentary is to provide a written perspective from a PhD student on the role of non-research and research focused social media platforms in PhD student life and research.

Social media is defined as “forms of electronic communication (Web sites for social networking and microblogging) through which users create online communities to share information, ideas, personal messages, and other content (as videos)” (Merriam-Webster Dictionary, 2015). Sharing information is a key feature of social media. Sharing may include exchange of private and/or professional ideas. Sharing information can occur between two or more individuals, or in the case of web-blogging between a person and the blogger’s internet traffic. Pertaining to PhD student, social media platforms can be divided into non-research and research focused. Each of these social media platforms has a role in PhD student life and research (See Table 1). Furthermore, research specific social media platforms may engage PhD students in promoting and building their identity as a junior researchers. For the purpose of this paper, social media platforms were classified into two: non-research social media platforms and Research social media platforms. The aim of this paper is to explore and discuss the role of each of these social media platforms in the lives of PhD students.

Non-research social media platforms

Non-research social media platforms, such as Facebook, LinkedIn, and Twitter grew out of the need to share information across a large
numbers of users. The top 4 social media websites in December 2014 included (1) Facebook, (2) Youtube, (3) Google Plus, and (4) Twitter (Statistica, 2014). I will provide general description of each non-research social media platform (Facebook, LinkedIn and Twitter), how the public uses each one, which features are unique to each social media platform, and why it is particularly useful for PhD students.

**Facebook**

Mark Zuckerberg launched Facebook, one of the earliest and most successful social media platforms, in 2004 as a student at Harvard University. It was originally developed for college students, then expanded to all users with a valid email address (Phillips, 2007). The site was created for users to exchange basic information and has evolved to allow registered users to post classified advertisements and come up with their own applications (Phillips, 2007). In 2013 Facebook claimed to have 1.1 billion monthly users (Yahoo News, 2013).

Since Facebook was originally developed to connect college students and later expanded to a wide variety of users, it is useful now for PhD students to connect with their families, friends and classmates. PhD students may struggle with “dual citizenship”, an ability to separate professional and personal identities (Gagnon & Sabus, 2015). Some PhD students shy away from adding personal information on Facebook and treat their PhD classmates as professional colleagues, sharing only information related to their professional development. Facebook remains an efficient way to connect with classmates, friends and family. PhD students may, on occasion, post about their accomplishments, but this information reaches only those who are in the immediate circle of friends. Other social media platforms emerged as more suitable for professional development, such as LinkedIn.

**LinkedIn**

LinkedIn was created to facilitate job search and professional collaboration among its users. Ideally, users expand their professional networks and use these connections to find new jobs, introduce potential employees to new employers, and make new professional connections. LinkedIn provides multiple opportunities for PhD students to network, look for new job opportunities and connect with thought leaders. LinkedIn serves as a way for PhD students to showcase their work and research experience for potential employers. Despite the discussion boards and interest clubs, LinkedIn does not provide its users with ample opportunities to exchange ideas and engage in a dialogue. Twitter emerged as an alternative for users across the world to share and communicate ideas, but only in 140 characters.

**Twitter**

Twitter is known for its ability to spread the latest news and connect users from around the world. It is built on the premise of following individual profiles (which can be set to private or public), writing short 140 character messages and interacting with others using hashtags (#). What separates Twitter from other social media platforms is the use of a hashtag. Users can search for certain hashtags (https://twitter.com/search-home), create new hashtags and follow conversations around certain hashtags. PhD
students may particularly enjoy following the hashtags, “#phdlife” and “#phdchat” as tweets with these hashtags often include current PhD students or new PhD graduates. Furthermore, many other hashtags exist which may be of particular interest to PhD students in healthcare. Twitter may also assist PhD students in writing and formulating their ideas. For example, when a PhD student is struggling with writing, he/she may find helpful tweets and resources under hashtags such as “#shutupandwrite”. PhD students who form writing groups may find it helpful to organize virtual writing sessions and keep each other accountable for their progress. Twitter is an ideal social media platform for such interactions.

As evidenced by many of social media platforms, PhD students may not find them particularly helpful in advancing their research career and inquiry. Facebook, LinkedIn and Twitter are three distinct social media platforms created for the general public. While Facebook helps PhD students to stay connected with friends and family, LinkedIn may be used for advancing careers of PhD students and professional networking. To further engage as a writer and a researcher, PhD students may form connections from all around the world using hashtags on Twitter. I argue that it is through the sense of connectedness that PhD students are drawn to these social media platforms and continue to interact with each other in a virtual environment. Other social media platforms created specifically for researchers may emerge as beneficial to PhD students.

Research social media platforms

Researchers and PhD students might benefit from social media platforms that were specifically designed to share ideas between researchers across the globe. Google Scholar and ResearchGate are both excellent examples of such initiatives. Using these social media websites PhD students can promote their researcher profiles, stay on top of their citations, and network with others in the field.

PhD students can create profiles in Google Scholar with their institution affiliations, area of interests and any links to their private webpages. Students may then link their publications to their names and the list would automatically update with each new publication. PhD students also have the ability to follow other researchers and get updates directly to their mailbox with new citations. Google Scholar also calculates citation indices and makes them publicly available. This social media platform is easy to use and does not require a separate sign-in from the users’ gmail address.

Similar to Google Scholar, ResearchGate keeps track of citations and lets users customize the frequency of citation alerts. ResearchGate, however, has additional features that make it more suitable for PhD students. Users are asked to create personal profiles and follow other researchers. In addition, users can engage in discussions and Q&A sessions. Latest network activity depicts recent activity among the scholars and each new citation is added automatically. PhD students may choose to build their circle of researchers based on their institution or areas of interests. Full-text articles are published, when available. In addition to journal articles, PhD students may elect to publish conference proceedings or presentations. ResearchGate allows junior researchers to connect with senior leaders in their field. Users can also choose to endorse others based on their skills, thereby building their professional networks and relationships.
Research social media platforms designed for research purpose may be of potential benefit to PhD students. Google Scholar is a platform that lets users automatically populate their citations and keep track of any new citations. Similarly, ResearchGate is a social media platform designed for scientists, where PhD students may benefit from following researchers in their area of expertise and engaging in discussions with others.

Discussion

Several social media platforms exist to help facilitate communication between PhD students and researchers. Facebook, LinkedIn and Twitter connect families, friends and colleagues across the globe. Social media websites, such as Google Scholar and ResearchGate are targeted towards researchers and make it possible for PhD students to build their research networks. What are some of the ways that PhD students use these social media outlets and what is the role of these platforms in their lives?

Since much of the PhD journey is rather lonely, the most natural use for social media among PhD students is to connect with others. PhD students may feel isolated in their struggles with writing, PhD classes, electives, relationship with their supervisor, and fitting into their new role. Twitter, for example, has been used as a way for PhD students to express their concerns in an open environment that is often not tied to their home institution. Their concerns are often answered with students expressing similar experiences and how they have overcome the difficulties. Other tweets contain helpful advice and ways to get professional help, should the issues become more serious.

A second way in which PhD students may benefit from social media is by advocating for themselves and promoting their research. PhD students may post on Facebook or Twitter about their accomplishments or accomplishments of other researchers. Many PhD years are spent learning the ropes of academia. Social media may cultivate a sense of community and ways to build each other up. PhD students have the unique opportunity to put forth their ideas and share their current work with the rest of the research community. They have to be mindful that with anything that is made public, they run the risk of somebody else misinterpreting or abusing their information. It is recommended that PhD students decide what to share with the scientific community first and stand by their decision. Given these minimal risks, social media may become a great way for PhD students to promote their scientific work.

Conclusion

PhD students may find social media helpful in connecting with others and building their research trajectory. A variety of social media platforms exist, each with its own advantages and disadvantages. Social media, however, may play an important role in the lives of PhD students, whether it is to connect with others or promote their research interests.
Table 1: Overview of social media platforms

<table>
<thead>
<tr>
<th>Social media platforms</th>
<th>Purpose</th>
<th>Applicability to PhD students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Non-research</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facebook</td>
<td>Connecting users and exchange of ideas with friends, family and classmates</td>
<td>Exchange of ideas and personal information, professional announcements</td>
</tr>
<tr>
<td>LinkedIn</td>
<td>Professional development</td>
<td>Opportunity to find new employment opportunities, connecting with others in the field of study or institution</td>
</tr>
<tr>
<td>Twitter</td>
<td>Exchange of ideas with only 140 characters using hashtags</td>
<td>Promoting one’s research agenda, forming writing groups for accountability, following thought leaders</td>
</tr>
<tr>
<td><strong>Research</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Google Scholar</td>
<td>Keeping track of one’s citations and publication record</td>
<td>Keeping track of one’s citations and staying abreast publications from mentors or thought leaders</td>
</tr>
<tr>
<td>ResearchGate</td>
<td>Promoting one’s image as a researcher, sharing one’s publications and presentations</td>
<td>Keeping track of one’s citations, developing professional connections</td>
</tr>
</tbody>
</table>

References


Leveraging Social Media to Facilitate Recruitment and Dissemination in Doctoral Research

Beth Fahlberg, PhD, RN, AGPCNP-BC
University of Wisconsin-Madison, School of Nursing

Introduction
My journey in earning a PhD in nursing began in 2003, and lasted seven years. One of the primary reasons this degree took a long time was the two years spent recruiting the 52 participant sample for the dissertation research. However, the implementation of social media near the end of that time made a big impact on recruitment and completion of that study, and in subsequent years it has helped me become more efficient and cost-effective in conducting research while helping me recruit more diverse samples of participants. Social media has also been an effective way to disseminate information to nurses in clinical practice, so that translation of knowledge into practice is more likely to occur. In this article I will describe some of my experiences with social media, in the hope that you will be able to use this powerful tool more effectively in your own work.

Using Facebook for Research Recruitment
My dissertation was a descriptive study of the quality of life and social support of older adults with chronic stable heart failure. With this purpose in mind, I knew that a community-based sample was needed. While most studies were being conducted in heart failure clinics or hospitals, the severity of symptoms and specialized care seen in these settings would not be an accurate representation of the general population of older adults with heart failure.

This community-based study was initially designed using traditional methods of recruitment: advertising, asking for assistance from healthcare providers and presenting in community groups. However, these recruitment methods were time-consuming and frustrating. Each ad or event typically yielded one participant. And while many providers were enthusiastic about the study, few who promised to help actually followed through in giving information to their patients.

However, these recruitment woes were over when I learned about Facebook and began using it to advertise. At that point, Facebook was still relatively new, but the people in my network knew and trusted me, and they wanted to support my work. So when I started asking them for help spreading the word about the study, they were eager to contact friends who might qualify. With this infusion of support through social media, the speed of enrollment increased. Instead of a few participants a month, there were now several each week. Within three months, with a lot of hard work, my enrollment goal was achieved. An added benefit of using social media in this study was the diversity of my sample, which now included participants from across the US who received care through many different providers and organizations in many different settings.

Building a community of practice through social media
Social media is also a powerful tool for community-building around clinical practice and research. Soon after completing the PhD, three colleagues and I began using Facebook to build a community of practice to unite heart failure nurses concerned about supportive and palliative care. This community soon became a great asset for conducting research and disseminating information to practicing nurses who could impact patient care.

In February 2014 we conducted our first study through this group, collecting data from 66 nurses in just 28 days in a highly specialized field: nurses who had experience caring for patients with Implantable Cardioverter
Six degrees of separation…or less

Social media can help you recruit participants who would be difficult to reach using traditional research methods. It can also help you connect with and disseminate your work to people who share your professional interests, expertise and passion.

The “Six Degrees of Separation” theory, proposed in 1967, stated that anyone could reach another person anywhere in the world in just six steps. The theory was proven through research at Microsoft in 2007. Examining 30 billion email messages, there was an average of 6.6 degrees of separation between most people. However, with the advent of social media, the world has become even smaller, which was demonstrated by Facebook researchers in 2011. Now, there are four or fewer degrees of separation between any two people on a social network such as Facebook, Twitter or LinkedIn. As a result, researchers using social media are now able to obtain a specialized sample of participants very quickly, and often for free, particularly when employing snowballing in recruitment.

Snowball recruitment, passing a research participant request from one person to another through a social media network or email, can promote rapid dissemination of the request to the 3rd, 4th and even 5th level contacts. However, success is dependent on a strong online network, such as the community of practice I’ve developed, which requires ongoing work to build and maintain.

Choosing your social media platform

There are many different social media sites with varying degrees of popularity among people of different age groups, geographic areas and interests. A key to success in using social media professionally is that you need to go where you will connect with those you want to reach. I have had the most success in using Facebook and Twitter for research and dissemination, but you should consider the platforms that will best fit you, your research population and those you want to reach in disseminating information. Here are just three of the most popular options.

Facebook

Facebook continues to dominate social media in the number of subscribers around the world, used by 71% of online adults; therefore, it should be the first option considered in any social media strategy. Facebook began with college students who wanted to stay connected after graduation. However, its demographics have changed over time and now many who are middle-aged and older enjoy and use Facebook regularly. In community-building and research, I have found that many nurses and healthcare professionals use Facebook; however, some people are strongly opposed to using it. Therefore, while it can be a very effective tool for com-
Community-building and research recruitment, other options such as email should also be included in any social media strategy.

Facebook groups are free and easy to set up, with different levels of privacy: public, private and secret. The "public" group setting has been most successful for my community of practice and research, as potential members can learn about the group before deciding to join, and things posted are seen by others that the person posting is connected with. Private groups can be found when searching, but information about the group and what is posted is limited to what is on the face page. A secret group requires an invitation to join. It cannot be located through searches, and what is posted by members will not be seen outside of the group.

Occasionally, someone approved to join my group has posted inappropriate content. When this happens the group administrator has the option to delete the content and ban the user with one click. Because your social media sites are your face to the world, it is important to monitor all content. This can often be streamlined using notification settings.

Facebook groups, like all social media communities, require commitment and consistency for success. To keep people engaged, I try to post several times a week. Common postings include links to clinical tools, inspirational videos or stories and questions relevant to their professional interests. While this takes some work, it has been rewarded in many ways. At professional conferences, my group members know me, and are familiar with information I have posted, which has greatly expanded my community and professional reputation, and leading to opportunities to publish and present in my area of expertise.

Facebook groups:
AAHFN Supportive and Palliative Care Collaborative (cardiac)
Supportive and Palliative Care Collaborative (general interest)

Twitter
Twitter is one of the most rapidly-growing social media platforms, increasing in usage from 16 to 23% of online adults between 2012 and 2014. The most important feature of Twitter is its ability to get information to people quickly, and to engage people around the world in real-time. While it is not as easy to use as Facebook, many respected healthcare professionals from around the world use Twitter to keep up with developments in research and policy as they are happening. It gives users a voice in the world, facilitating real-time communication between people anywhere who have a common interest #hashtag.

Twitter can give you a voice too, sharing links to articles, blogs, websites, videos and more. It can also help you connect with the leaders in your field. The keys to success are finding the primary #hashtags in your field and cultivating your Twitter network of followers and people that you follow. Tweetchats, which are real-time Twitter discussions, are a great way to get started. Learn a few basics of Twitter, find a scheduled Tweetchat in your specialty and jump right in!

If you haven’t tried Twitter, it can seem intimidating, but most Tweeters are helpful and forgiving to newbies. When I started, people were very kind, reaching out and connecting me with others. “Favorites” and “retweets” on things I share are affirming, providing a strong positive reinforcement that keeps me coming back to Twitter. @bethfahlberg.

LinkedIn
LinkedIn is a professional social network, with an emphasis on networking for job recruitment. Unlike Facebook and Twitter, LinkedIn is a more formal social media space, with an emphasis on professionalism and job-hunting. LinkedIn is built on the Six Degrees of Separation idea, showing the number of degrees of separation between you and others. Direct connections are 1st level. People that your connections are connected to are 2nd level, and so on. This can help you get introduced to those that you would like to know through your direct connections. You can also search your connections to determine who may be
most helpful in getting assistance with study recruitment or other aspects of your research.

LinkedIn groups can be useful for dissemination, though the posting expectations are more formal than on most other social networks, requiring a professional-sounding title and comment for each link you post. LinkedIn groups have been most helpful for me in gaining a sense of community on LinkedIn. In my experience, it can be more challenging to run a community through LinkedIn than Facebook, as posting is more cumbersome, particularly when using a smart phone instead of a computer. However, LinkedIn is a great mainstream professional social media option, as it is likely to be used by middle-aged professionals who do not like Facebook, and who are intimidated by Twitter.

Building a community to facilitate research and dissemination

Community-building through social media is one of the most powerful things you can do to promote the success of your research and dissemination. Here are a few tips based on things I’ve found to be helpful.

- Develop your social media identity, focusing on something that the people you want to reach will care about.
- Be yourself. Don’t hide behind an organization name when you post or tweet. This will build your professional reputation, and your followers’ trust.
- Cultivate an online community of people who know and trust you, and encourage them to invite others to join.
- Be ready to share about your community when you meet people and help them get connected. This will facilitate long-term relationships, and collaboration opportunities.
- When reporting research to your community, give them the “so what”. Share what your research means to their clinical practice.
- Use stories in sharing about your research with your community, to make it real, and show how your findings can have an impact on a personal level.

Things to consider when using social media for research

- Recruitment and enrollment strategies should be appropriate to the use of social media.
- Keep study inclusion criteria simple
- Use snowball-type methods for recruitment and dissemination
- Don’t limit your sample by geography if it is not necessary
- Consider using online tools to screen, consent and collect data. All tools should be secured and encrypted. Most universities have their own survey tools, so find out about these and learn to use them.
- Include qualitative open-ended questions in surveys. The responses will provide new insights about the research topic, leading to future research questions.

IRB considerations using social media for research

As more researchers using social media, IRB policies around protection of human subjects on social media are changing rapidly. During a recent protocol submission, the IRB required me to ensure that I would answer questions about the study from potential participants using email rather than social media boards or messaging.

Other IRB concerns that have been identified include:

- The privacy of information posted on social media. For instance, if you plan to gather data from postings in an online support group, the IRB may require consent from the people whose information you are gathering if the group requires a login to view the member postings.
- The type of relationship between the researcher and participant. “Friending” and “following” on social media can be problematic, particularly when conducting research with
minors. Concerns have also been identified around gaining parental consent for online research with minors. The use of online consenting processes. This is particularly important when the research involves issues that are potentially stigmatizing or illegal, or when conducting research among vulnerable populations. However, some have argued that online consent may provide more protection for human subjects than a mailed consent, as it is easier for the participant to contact the researcher, and to speak out publicly on social media if they have concerns.

- Maintaining confidentiality of participants' identities. This is particularly important if quotes from online postings are used in reporting the research findings, or when describing unique characteristics that may identify the participant through an online search.

Be sure to check the latest requirements of your IRB when planning research using social media.

Conclusion

Social media presents new opportunities for researchers in conducting and disseminating their work. If you have not ventured into social media, this is a great time to start, thinking strategically about building your professional identity and community. If you have already ventured into social media, try to push your comfort by venturing onto Twitter, LinkedIn or other new social media platforms to expand your professional network in new directions. Your consistent dedication to this will be worth the effort, as it can open doors to opportunities you may have never anticipated.

References:

Daraghmi, E.Y., Yuan, S.M. (2014). We are so close, less than 4 degrees separating you and me! Comput Human Behav. 30:273-285. doi:10.1016/j.chb.2013.09.014.


Correspondence:

Beth Fahlberg
608-338-8935
fahlberg@wisc.edu
Introduction

A few years ago CF authored a call to action in the Journal of Advanced Nursing, for the nursing profession to ‘leverage the power of social media’. (Ferguson, 2013) Twitter is a form of social media that is gaining more and more currency in nursing. The key advantage of this platform in comparison to other social media is the ease to follow research leaders and new evidence, and the ability to engage with content in real-time. In 2013, OnlineNursePractitionerPrograms.com released a list of ‘100 twitterfeeds every nurse should follow’, and a scan of this list gives an insight into the breadth of nursing-related material on Twitter (http://onlinenursepractitionerprograms.com/twitter-feeds/). And more and more frequently these days around staff rooms, at photocopiers and water coolers you may overhear the chat “did you see that on Twitter last night?” ….. “Yeah I’ve been following him for a while; he’s got a great point there!” You are really enticed to learn more. What is this Twitter? And, do I really need to get with the game? Is 2015 the year when you will ‘sign up’?

In this article, we argue that while it is not a necessity for every PhD student to Tweet, it is a necessity for every PhD student to have a Twitter account, as an essential strategy for remaining informed and up-to-date with their fields. However, in addition to being an important information source, we will argue a number of additional potential benefits.

There has been much advancement in the scholarship of digital nursing in recent years. Social media was once frowned upon as a waste of time, and potentially dangerous to credibility and reputation. This paper provides a summary of key benefits of social media to nursing early career researchers. We support a targeted approach to social media. Social media has many potential benefits including building a profile, attracting funding, as a data source, as a means of engagement with consumers and NGOs, a strategy to assist research translation into practice, dissemination to academic and non-academic audiences, and a valuable source of knowledge and networking. It is important for all doctoral students to explore the potential and possibilities of social media within the time constraints of PhD studies. With all interventions, it is important to gauge return on investment, and carefully evaluate outcomes.

Abstract

There has been much advancement in the scholarship of digital nursing in recent years. Social media was once frowned upon as a waste of time, and potentially dangerous to credibility and reputation. This paper provides a summary of key benefits of social media to nursing early career researchers. We support a targeted approach to social media. Social media has many potential benefits including building a profile, attracting funding, as a data source, as a means of engagement with consumers and NGOs, a strategy to assist research translation into practice, dissemination to academic and non-academic audiences, and a valuable source of knowledge and networking. It is important for all doctoral students to explore the potential and possibilities of social media within the time constraints of PhD studies. With all interventions, it is important to gauge return on investment, and carefully evaluate outcomes.
merous uses for social media in modern day healthcare (Brusse, Gardner, McAullay, & Dowden, 2014; Hamm et al., 2014; Williams, Hamm, Shulhan, Vandermeer, & Hartling, 2014). Nurse researchers are also harnessing the increased availability and ease of access to a rich source of user generated data, which has been previously untapped (Jackson, Waine, & Hutchinson, 2015; Mannix, Wilkes, & Daly). These data can provide a vital consumer perspective to the nursing profession and to nurse researchers. O’Connor et al (2014) reported on Twitter as a method of study recruitment and were able to demonstrate that Twitter is a low-cost method of recruitment that enabled recruitment of difficult to reach populations (O’Connor, Jackson, Goldsmith, & Skirton, 2014).

Diffusion of innovation theory and gaining funding

The uptake of Twitter has been relatively slow for nursing; however groups such as #WeNurses have facilitated collegial connectivity across the globe, and in so doing, have helped to facilitate a growth of nurses using the platform. Archibald and Clark (2014) support that diffusion of innovation theory can help to promote understanding of how nursing scholars can make best use of Twitter and develop strategies to increase its use and become a validated platform for teaching, education and research. One of the key benefits of this platform is the ability to spread messages at low cost, with high reach and potentially high impact. An example provided by Ferguson et al (2014) of high impact, would be gaining a re-tweet from a celebrity or a dedicated organisation such as the Stroke Association with an engaged and active following. Physicians in the past have been successful in gaining almost celebrity endorsement for a ‘cause’ through a single re-tweet from a high profile actor. (C. Ferguson et al., 2014)

This is digital advocacy in action, and such support can be enormously helpful in raising awareness of an issue and there can be other potential benefits, such as assisting ECRs (early career researchers) build a profile for being known for a specialist topic. Such profile-raising could be helpful to attract resources for potential research projects. Researchers have been successful in gaining funding through using platforms such as Kickstarter (www.kickstarter.com) or Pozible (www.pozible.com) in the past (http://www.pozible.com/list/suc/20/all). Having an innovative idea for a ‘big ticket’ research project may be helpful to leverage funding via these methods.

Return on investment of time and effort

Frequently, HDR (Higher Degree Research) studies are referred to as a lonely process and as a time that can be quite isolating when having to undertake long durations of field work, data analysis or writing in isolation for intense or prolonged periods. Benefits for doctoral students arising from engagement with Twitter may include feeling part of a globally connected collegial community with a shared identity, increased support in the digital environment, and sharing of information and ideas, and the ability to engage in scholarly debate. (Moorley & Chinn, 2014) These are all important and can be helpful in mitigating the isolation andaloneness that can arise for some students as a result of their doctoral studies.

Conversely, commonly, social media use is criticized for being time consuming, distracting and a method for procrastination. Peers and colleagues may discourage social media use for doctoral candidates, feeling that they would better spend their time “writing papers and applying for grants” rather than “tweeting away to themselves about themselves”. This attitude seems to be changing, perhaps due to the ever increasing number of high performing and elite academics leveraging the benefits. Whilst the evidence towards tweets correlating to citations of academic output remains questionable, the ability to reach out and connect with the gurus and globally recognised experts in your field at the touch of a button is extremely valuable.

Early work by Eysenbach et al (2011) supports the idea that ‘tweets predict citations of scholarly papers’, interpreted as the more your scholarly outputs are tweeted when they are published, the more likely the work is to be cited. More recently, Fox et al (2014) conducted a study to ascertain whether social media
exposure to original articles improved article impact metrics. Researchers conducted an analysis to compare article page views between papers randomised to social media compared to those not receiving social media, from the journal *Circulation*. The authors found that a social media strategy for a cardiovascular journal did not increase the number of times an article was viewed. There is more work needed in this area to evaluate targeted social media marketing of scholarly work, and its impact of traditional scholarly citations.

Novel approaches to traditional bibliometrics include the use of webometrics (Davidson et al., 2014). Altmetric scores are an aggregate of online attention surrounding scholarly content including journal articles. Mentions of scholarly content include social media posts, news coverage, blogs, and other digital sources. (Liu & Adie, 2014). Altmetric scores can be used in annual reviews to show how academic and wider audiences are receiving your work and more and more, this can be considered as dissemination.

People are frequently overwhelmed by the options of platforms and can feel it burdensome to update and maintain their profiles. We suggest reviewing the different platforms, and having a targeted approach on perhaps just one or two of the different platforms. Highly useful academic related social media platforms may include ResearchGate, LinkedIn, Twitter, Academia.Edu or Google Scholar. We suggest careful evaluation of each platform prior to signing up and developing a profile. We suggest optimising your profile through the use of key words that would attract others with similar interests or who may be looking for collaborators with your expertise.

In addition, scholars need to be targeted in terms of how they manage their time online. It is estimated that in 2009 there was a global output of 1,504,600 peer reviewed papers in the peer reviewed academic literature (Jinha, 2010). Keeping on top of and abreast with the current, and most relevant evidence can be extremely challenging. Tools like RSS (Rich Site Summary) feed updates from journal content pages and Google Scholar updates can be really useful, when used correctly in providing regular summaries of information. Furthermore, the use of productivity tools such as RSS, feed updates such as Feedly, Google Scholar Alerts, and content management systems such as Buffer can be very useful. Tools such as Social Bro can help to identify the ‘best time to tweet’, and evaluation tools such as Peer Index, Kred and Klout can be helpful in measuring impact, reach and engagement with your audience (Davidson, et al., 2014). There are also functions available within Twitter that allows you to schedule your tweets so tweeting should not be too onerous and you can also tag your favourite scholars or organisations so you get alerts on their tweets or blog posts.

**It’s fine to lurk! You don’t need to post, until you are ready**

It is important for scholars to engage with their work post-publication. Post publication peer review, or ‘trial by Twittersphere’ can be extremely positive; however it can also be detrimental to a scholar’s credibility and reputation. To provide a recent example of this a paper published in a high profile journal was published on the issue of health services use and lifestyle choices of Indigenous and non-Indigenous Australians. After publication online the paper was tweeted by numerous high profile academics who engaged in open criticism of the paper.

A newly available function on LinkedIn, allows users to ‘post’ a blog, which is pushed as a notification alert to all of their connections. One of the authors (CF) recently wrote a short blog post to accompany a publication, and published this post to all of his connections (Ferguson, 2014; Ferguson & Jackson, 2014). Colleagues, past and present, were able to ‘like’ and comment on this work and allowed for open feedback and dialogue on the paper. This function can perhaps be seen as direct marketing of your work to other experts in your field, if you are connected on LinkedIn; it is yet to be seen if this action would have any positive impact on citations or h-indices. Many scorn at this as ‘shameless self-promotion’. Others may view this of the ‘selfie’ of academia. However, Twitter can be used to gain constructive feedback from colleagues and service users, which can be used to enhance their work or to better direct the focus of the study.
Digital scholarship and professional identity

To some degree, Twitter allows users to engage in professional discourse, Moorley and Chin have illuminated how global #WeNurse twitter chats can be used to maintain continuing professional development requirements for licensure (Moorley C & Chinn T , 2014). Researchers can be actively involved in this global nursing community, and share their research findings directly with clinicians, potentially influencing the uptake of findings in the practice setting. Web-links to papers can be shared, and the strengths and limitations of studies discussed, almost in the style of an online journal club. Some doctoral students already engage in and benefit from discussions on Twitter using the hashtag #PhDchat (the symbol hashtag # binds the conversation for all to see) where various topics relevant to doctoral studies are discussed. This can prove to be a valuable source of support during the lonely and isolating periods of intense writing and help doctoral students to gain support from a large community from across the globe.

To summarise, social media was once frowned upon as a waste of time, and potentially dangerous to credibility and reputation. We support a targeted approach to social media by doctoral candidates in nursing. Social media has many potential benefits including building a profile, attracting funding, as a data source, as a means of engagement with consumers and NGOs, a strategy to assist research translation into practice, dissemination to academic and non-academic audiences, and valuable source of knowledge and networking. It is important for all nursing doctoral students to explore the potential and possibilities of social media within the time management constraints of PhD studies. With all interventions, it is important to gauge return on investment, and carefully evaluate outcomes.

Conflicts of Interests: None declared (The authors explicitly declare no financial association with Twitter Inc).

Box 1: Key Benefits of Social Media to Nursing Early Career Researchers

1. A strategy to build a profile and network, and develop a professional identity
2. Ease of engagement with internationally recognised scholars in your area of expertise
3. A means of attracting boutique grants or crowd sourcing seed funding
4. A rich data source of user generated content
5. Enhancing engagement with funders, consumers, and NGOs
6. Assisting in the uptake of evidence based practice, and research translation
7. Direct marketing of your publications and scholarly outputs to a focussed audience
8. Connecting and working in partnership with those whose lives we hope our research would improve

References


Jackson, D., Waine, M., & Hutchinson, M. (2015). Blogs as a way to elicit feedback on research and engage stakeholders. Nurse Researcher, 22(3), 41-47. doi: 10.7748/nr.22.3.41.e1300


Mannix, J., Wilkes, L., & Daly, J. Pragmatism, persistence and patience: A user perspective on strategies for data collection using popular online social networks. Collegian, 21(2), 127-133. doi: 10.1016/j.colegn.2014.03.001


Correspondence:
Mr Caleb Ferguson,
Lecturer, Faculty of Health,
University of Technology, Sydney. Australia.
caleb.ferguson@uts.edu.au
Twitter: @calebferg
Tel +61 2 9514 4576
Social media as a doctoral nursing student.

The Information Age has produced a veritable explosion in data. In 2010, then-Google CEO Eric Schmidt shared an astonishing statistic, “Every two days now we create as much information as we did from the dawn of civilization up until 2003...something like five exabytes of data”. (Siegler, 2010) While we may be avid information consumers, it can be daunting to consider establishing our own professional social media representation of who we are and what we seek to accomplish in this environment.

Social media can bring together potential collaborators who would otherwise be unlikely to meet face-to-face, provide exposure to cutting edge ideas, and influence social policy change. So, how do we effectively and strategically become part of the social media community? There is a virtual cornucopia of strategies available to help guide us, from Forbes, to Harvard Business Review, to content specifically tailored to nursing education at the Online Journal of Issues in Nursing. When building my own professional social media presence, I kept three key principles in mind.

Clearly separate professional and personal online presence

Keep personal accounts private and use platforms such as LinkedIn, Twitter, and Google+ to establish a robust public, professional presence. Make it easy to find you by your name so people who are looking to make mutually beneficial professional connections can initiate that important first contact.

Create a consistent presence across social media platforms

Try to reach a larger audience by using a variety of platforms. To be easily identified, use the same photo across platforms and use similar usernames. Some secondary platforms, such as Everypost, allow posting content simultaneously across multiple platforms, such as Twitter, Google+, and LinkedIn, which can be a great way to reach a wider audience with little additional effort or time.

Use social media strategically to establish a professional theme

When posting new content, keep in mind how it will contribute to your professional theme and identify you with your area of expertise. Even re-tweets can be used strategically to call attention to issues or information that are important to your area of interest.

While just making it through the doctoral student experience can often seem like more than enough challenge, taking the extra step to build my professional social media presence has proven to be helpful in more ways than I anticipated. I look forward to meeting more of my fellow doctoral student colleagues online in the social media space!
References:


Everypost: http://everypost.me/

Disclosures:

National Hartford Center of Gerontological Nursing Excellence Patricia G. Archbold Scholar, 2013-2015

Correspondence:
Bryan Hansen, PhD(c), MSN, RN
Johns Hopkins University School of Nursing
Baltimore, Maryland, USA
bhansen3@jhu.edu
Alexander Mathew BScN MScN RMN
University of Bedfordshire, England

I am a part time PhD student at University of Bedfordshire and also work as psychiatric nurse manager in Wales-UK. I achieved a nursing degree in the year 1998 and have the privilege of working part of various clinical areas in three different countries (India, Kuwait and UK). I also successfully completed MSc in Advanced Practice under Cardiff University and joined Bedford University in the year 2014 as part time doctoral student.

My doctoral study aims to make a phenomenological enquiry in to provision of end of life care services for older people with schizophrenia and bipolar affective disorder along with long term physical conditions under supervision of Dr Munikumar Venkatasalu and Dr Yannis Pappas, University of Bedfordshire, UK. I will be exploring the experiences of bereaved family carers, mental health and social care providers in South Wales-UK. The need for palliative care has never been higher and is accelerating quickly due to the ageing population and increasing complexities in disease conditions and their effective management. Therefore, providing end of life care is becoming one of the most challenging as well as highly sensitive responsibilities for doctors, nurses, social workers, and family carers working in this field (General Medical Council 2013). The research design is interpretive phenomenology through interviewing and conducting focus groups among a sample consisting of bereaved family carers, psychiatric and end of life care nurses, social workers and psychiatric consultants associated with mental health services of older people. The overall aim of this study is to create a framework of knowledge, which can inform policy and practice for the development of an integrated service to address the complexity and improving the value of end of life care services for older people with schizophrenia and bipolar affective disorders along with long term physical conditions. Integrated health care approach will form the spine of the study. I am currently in the second stage of the study, and working on the ethics approval applications. I am expected to complete my MPhil transfer seminar by the end of this year and finish the study by 2017.

Correspondence:
Alexander Mathew BScN MScN RMN
Doctoral Student (Part time)
University of Bedfordshire
England
alexander.mathew@study.beds.ac.uk
This semester, I became a PHD student of Nursing at Sun Yat-Sen University. In China, because of the influence of medical dominance, the majority of people, even including some medical staffs think that there has no necessity for nurses to have doctoral degree. Maybe they all have the same question “what can nurses with a PHD do?” Perhaps it is quite common for people to think like that, although the subject of nursing as a discipline has developed rapidly. In clinical area people pay more attention to the “curing” approach rather than the “caring” approach. Nursing as a “caring” science has not been understood fully.

As a PHD student of Nursing, I get my own answers gradually during the learning and thinking process. Nursing as a science should be supported by a broad range of knowledge and theories, high quality researches, and the advanced nursing skills. In order to achieve these aims, it is necessary to run doctoral program which could enable nurses to get the opportunity of focusing on some specific areas, narrowing down the scope, developing research questions, finding appropriate methods to solve them, and finally, improving the quality of care and pushing the development of nursing science. During the process of researching and discovering, PHD students of Nursing can not only learn and practiced about advanced research skills but also develop important qualities such as critical thinking, leadership ability and creativity. All of these could help PHD students become experienced researchers in the field as well as become advanced nursing practitioners who are indispensable for the development of nursing profession.

My doctoral research is focused on rehabilitation nursing for patients of stroke using the framework of ICF (International Classification of Functioning, Disability and Health). In this framework, medical staffs will pay more attention to the functioning of patients rather than their diseases. It is likely help nurses to play more positive role in the management of stroke patients and at the same time patients will be benefit of the improved quality of care. Now I am at the beginning of my research. With the guidance of my supervisor, I am in the process of developing a research question through combining literature review and the Chinese context. I am aware that if I want to be a real nursing scholar and researcher, the road will be quite hard and getting the PHD degree is just the first step. However, I am full of confidence because Sun Yat-Sen University provides me a good platform to fully develop my potential, and my supervisor is an authority in my research area. I will cherish this opportunity to realize my dream, because in my heart, nursing is more than just a job – it is my life-long career.

Correspondence:
Yan Gao, RN, PhD student
Sun Yat-Sen University, China
gaoyanluoyang@163.com
Zijing Wu, MSN, RN
China Medical University School of Nursing

I am a doctoral student at the School of Nursing, China Medical University. Meanwhile, I am an Assistant Professor in the university, and teach two courses which are ‘Introduction to Nursing’ and ‘Fundamental Nursing’ for BSN students. During the first year of my PhD studies, I have had a great chance to participate in a China Medical Board of New York (CMB) supported educational program initiated by Peking University School of Nursing. In that program, I have an opportunity to take two online PhD courses provided by The University of Arizona College of Nursing. They are ‘Philosophy of Nursing Science & Practice’ and ‘Theory Development and Evaluation’. I learned a great deal from these two courses. They have broadened my views on nursing. By studying the nursing philosophy course, I learned several philosophic views and recognized the important philosophical dimensions that underlie the foci and methods of nursing knowledge. I learned that when nurse researchers examine the total philosophy-science-theory triad, they develop a more holistic and less traditional approach to the possibilities of driving nursing knowledge. By studying the course on Theory Development and Evaluation, I recognized the diversity of theoretical structures in nursing, learned strategies of theory development, and evaluated theories.

When finishing homework about critiquing an existing theory, I had an idea of my doctoral research project. I am going to explore the influencing factors of resilience among Chinese patients with breast cancer and develop a resilience intervention model as well. Resilience resources can be taught and promoted, leading to more effective stress management, coping strategies and, in turn, more positive psychological outcomes. Foreign scholars have developed models and frameworks related to resilience, and interventions have been designed to target specific factors to enhance resilience and quality-of-life outcomes. To date Chinese research on resilience in the field of cancer is still in the exploratory stage, and few interventions have been studied. Therefore, we need to identify the influencing factors and develop an innovative, scientific, effective and feasible resilience intervention model among patients with breast cancer according to the Chinese culture. I plan to publish the study findings with my mentor in international journal, and help Chinese patients with breast cancer manage the stressors and achieve a degree of resilience. In addition, I hope in the future I will have an opportunity to study abroad as a visiting scholar to learn and share research and caring experiences with foreign nursing colleagues.

Correspondence:
Zijing Wu, MSN, RN
Assistant Professor
China Medical University School of Nursing
Shenyang, 110001
P. R. China
dbdwzj@163.com
Today obesity has become one of the major issues not only in developed but also in developing countries like India. It is turning into one of the major problems of the civilized world due to lifestyle modification among children. A decade back, we found fewer children with problems of obesity in our country. Today, the scenario has changed to great extent and we find about 10-20% of children in a classroom to be obese. As healthy children are more important for a healthy nation, it was imperative to establish a program to tackle the problem of obesity among children.

With this focus, I registered for the doctoral programme in the year 2013-2014 in Saveetha University. I successfully defended my topic related to obesity among children in the scientific proposal review committee. In September 2014, I completed the research methodology examination and the research topic, “Effectiveness of Healthy Eating and Active Lifestyle Intervention Program (HEALP) on physiological and biochemical parameters among school aged children with obesity” was approved by the research experts in the field of Medicine and Nursing.

As parent-child interactions help in physical and psychological development, the planned Healthy Eating and Active Lifestyle Intervention Program (HEALP) included parental involvement. It focused on education to parents on inculcating healthy eating habits, good physical activity among their children and also centered on prevention of complications related to obesity.

I have published two papers in the field of child health in the International Journal of Scientific Research and also had an opportunity to present papers in international research conference at Saveetha University. I have applied for funding in “Let’s Move Foundation”, USA, for my research project and eagerly await the grant.

I am sincerely initiating steps to complete my data collection by the year 2015-2016. The outcome of my study will pave the way to help the children with obesity to control their physiological parameters such as body weight, Body Mass Index, abdominal and mid arm circumference as well biochemical parameters namely blood sugar and low density cholesterol and thereby prevent the complications of obesity.
INDEN CONFERENCE ANNOUNCEMENT

INDEN
INTERNATIONAL NETWORK FOR DOCTORAL EDUCATION IN NURSING

BIENNIAL CONFERENCE
JULY 22-23, 2015
SAN JUAN, PUERTO RICO

Held as a pre-conference for the
STTI 26th International Nursing Research Congress

Abstracts and Award Applications due May 1, 2015.

Location
University of Puerto Rico
Escuela de Enfermería Recinto de Ciencias Médicas
San Juan, Puerto Rico
00938-5067

Hotel Arrangements
Sheraton Puerto Rico Hotel & Casino
200 Convention Boulevard
San Juan, Puerto Rico
00907
Phone 1-787-993-3500

Follow us on Twitter:
@INDENANDER
#INDEN2015

Innovative Models for Doctoral Education in Nursing

KEYNOTE SPEAKERS

DR. HESTER KLOPPER, PhD, MBA, RN, RM, FANSA
Sigma Theta Tau International, President

DEAN PATRICIA DAVIDSON, PhD, Med, RN, FAAN
Johns Hopkins University School of Nursing

DR. ALEX MOLASIOTIS, PhD, RN
Hong Kong Polytechnic University

DEAN JACQUELINE DUNBAR-JACOB, PhD, RN, FAAN
University of Pittsburgh School of Nursing

DR. DEBRA JACKSON, PhD, RN
Editor of the Journal of Clinical Nursing
Workshop: Developing Abstracts and Posters into Publications

STUDENT and FACULTY POSTER SESSIONS and PODIUM PRESENTATIONS

Sponsored in part by The University of Pennsylvania, The University of Pittsburgh, University of Alberta, The University of Michigan, The University of Massachusetts Amherst and The Johns Hopkins University

HTTP://NURSING.JHU.EDU/EXCELLENCE/INDEN
STTI/INDEN Fellowship

Jointly Sponsored by:

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

Purpose:
The purpose of this fellowship is to enhance the quality of doctoral education worldwide by:

• providing opportunities to nurse faculties in doctoral programs to strengthen their research skills and learn about doctoral education and mentoring in an international context;
• laying the foundation for future international research collaboration and multi-site studies; and
• opening avenues for international exchange of scholars.

Features of the Fellowship

Who can apply?
The fellowship is limited to recent (within the past 5 years) doctoral graduates from low and middle income countries who hold faculty positions in doctoral programs, and who supervise doctoral student research.

What does the fellowship provide?
The fellowship provides a monthly stipend of $1,760 (USD)/month for the 3 months of the fellowship. The stipend should be sufficient for room and board, local transportation, and purchase of health insurance available in most countries for students. The fellowship also provides a modest honorarium for mentors.

Where will fellows be placed?
Fellows will be placed in research intensive environments in North America, the United Kingdom, Europe, or Australia and matched with investigators in the fellow’s proposed area of research. Applicants may suggest appropriate venues and potential mentors for the consideration of the selection committee. The selection committee, composed of STTI and INDEN members, will locate appropriate settings using extensive contacts developed through the diverse membership of STTI and INDEN.

Number of Awards and Length of Fellowship Training
Three fellows a year will be supported; the fellowship period is three months.

Eligibility
At the time of application, applicants must:

Hold membership in both STTI and INDEN.
Be competent in the English language.
Be a faculty member in an institution offering nursing doctoral education.

Selection Criteria
Successful candidates will:

• Have graduated from a nursing doctoral program [or possess a master’s degree in nursing and a doctorate in a related field within the past five years.
• Present a preliminary research proposal in an area of nursing science that will be the basis of the work during the fellowship period, and which promises to evolve into a program of research.
• Present evidence that research will continue upon return to home country.
• Have the potential for engaging in future international collaboration.
• Have responsibilities for teaching/advising doctoral and post-doctoral students in the home country.
Terms of the Award

- Applicants must return to their home country/institution following the period of training.
- The applicant’s employer makes a commitment to provide facilitation for the conduct of the fellow’s research upon return from the fellowship, and agrees to fund the travel of the fellow [along with any visa fees] to and from the location where the fellowship will take place.
- The applicant’s employer commits to releasing the successful applicant within 3 – 6 months of fellowship offer.
- The fellowship must begin no later than February, 2016.
- The fellowship does not support travel or related expenses for accompanying adults or children.

Application Checklist – Deadline July 31, 2015

- A completed application cover sheet [attached to this call for proposals—please see p. 3].
- A completed, signed contract [attached to this call for proposals—please see p. 4].
- Proposed plan for research and mentorship for the fellowship period, not to exceed 5 pages.
- A curriculum vita not to exceed 5 pages.
- A letter from the employer agreeing to elements under “Terms of the Award,” above.
  - A letter from a senior colleague knowledgeable about the applicant and his/her work, addressing the applicant’s potential for a research career and the applicant’s potential contribution to nursing doctoral education in his/her country.
  - Documented evidence of INDEN membership and STTI membership in a chapter [information on membership can be obtained from INDEN or STTI websites listed below in section “For More Information.”]

Deadline

All materials listed under “Application Checklist” above must be sent to inden@son.jhmi.edu with the subject heading “2015 STTI/INDEN Fellowship Application” and received electronically in one pdf file by July 31, 2015. Letters from employers and senior colleagues must be sent separately to the same email address by the deadline (applicant needs to request the letters).

Review Process

Applications will be reviewed by an international panel of nurse academics, consisting of members of both STTI and INDEN.

Start of Fellowship

Once selection and placement of fellows has occurred, the exact fellowship period will be negotiated for a time convenient to the fellow and the mentor, but must begin within 3 - 6 months of selection.

Upon Completion of the Fellowship Period

Fellows will submit a report for the INDEN Newsletter, and an article to STTI for publication and/or presentation at one of its meetings.

For More Information

The websites of STTI and INDEN should be consulted for membership information. They will also contain the announcement and the application cover sheet [http://www.nursingsociety.org; http://nursing.jhu.edu/inden].

If your country/province does not have a STTI chapter, please contact Ms. Beckie Schafer at beckie@stti.iupui.edu about how to apply for membership as a Nurse Leader. She is the Global Chapter Advisor for STTI.
APPLICATION COVER SHEET

Download this application and save it on your computer. Fill in the information requested and email this page with other required documents in one pdf file to: INDEN@som.jhmi.edu

Name ____________________________________________

Mailing Address [Provide complete information, including State, Country, postal or zip code, etc.]

________________________________________________________________________

Telephone and FAX numbers ____________________________________________

Email address __________________________________________________________

Institution of current employment __________________________________________

Address of institution ____________________________________________________

Briefly describe your current responsibilities as a faculty member ________________

________________________________________________________________________

Date when doctoral degree was obtained ______________________________________

Title of dissertation _________________________________________________________

Institution where doctoral degree was obtained, and title of degree _________________

Name, title and email of employer who is responsible for research facilitation and providing support for travel_______________

Name, title and email of senior colleague who will send a letter of reference describing the applicant’s research and mentoring potential _______________________________
CONTRACT

Jointly Sponsored by:
The International Network for Doctoral Education in Nursing (INDEN)
and
Sigma Theta Tau International (STTI)

Instructions for this page:
This page must be signed and dated by the applicant and his/her employer.

To be signed by the applicant:
I, ____________________________, a faculty member at __________________________University am applying for the INDEN/STTI fellowship, for the 2015–2016 academic year. If selected, I understand that I will receive:
• a total of $5,280 (USD) stipend ($1,760 USD/month for 3 months). This money shall be used for room and board, local transportation, and purchase of health insurance.
• Research mentoring by an experienced researcher, in an area of research of interest to the fellow

In addition, I will:
• return to my home country/institution following the fellowship

Signed ____________________________________________
Date ____________________________________________

To be signed by the employer:
I understand that, ____________________________, who is on faculty at __________________________University, and has signed above, is applying for the INDEN/STTI fellowship for the 2015–2016 academic year. We are committed to the following:
• funding the travel of the fellow to and from the location where the fellowship will take place
• paying any visa fees, if applicable
• releasing the successful applicant within 3–6 months of fellowship offer
• providing facilitation for the conduct of the fellow’s research upon return from the fellowship
• holding a faculty position for the fellow, upon his/her return to our university

Signed ____________________________________________
Date ____________________________________________
Dear Colleagues,

Over the next several weeks, we will be conducting elections to 6 positions that are open on the board of the International Network of Doctoral Education in Nursing (INDEN). The positions are for: Vice President, Treasurer and 4 Board Members.

Each position is for a 3-year term of office. More details on what each of these positions involve are provided in the attached nomination form. Today the call for nominations is open. Please return the attached nomination form to INDEN@jhu.edu. Electronic signatures and/or scanned documents are acceptable. Nominations will close on June 1, 2015.

If you wish to nominate a colleague, please liaise with them to fill in the form. If you wish to stand for election, please ensure that an INDEN member is willing to nominate you. Nominees must be current members of INDEN.

The INDEN by-laws allow Officers to serve no more than two consecutive terms in the same office. Eligible Officers may, therefore, put themselves forward to be nominated again for a second term of office.

Please consider whether you can contribute your valuable knowledge and skills to INDEN. If you would like to discuss the possibility of a nomination further, please contact any of the existing board members (their details are on the INDEN website).

Kind regards,

Alex Clark
Vice President, INDEN
Election / Nominations

INDEN Elections Nominations Form 2015

Name of Person Submitting Nomination: [insert name]
I wish to nominate: [insert name]
for the following position: [insert position]

Vice President
The Vice President shall perform the duties delegated to her/him by the President or the Board. In the event of the absence, inability or refusal to act of the President, the Vice President shall perform the duties of the President, and in that capacity shall have the powers of and be subject to any of the restrictions on the President. The VP shall chair the Election Committee.

Treasurer
The Treasurer shall be the principal financial officer of the association, and is responsible for maintenance of adequate books and accounts, providing guidance necessary to the association staff. The Treasurer shall prepare and give financial reports to the Board and membership as indicated, and shall in general perform all the duties customary to the office of Treasurer, and any other duties as may be assigned from time to time by the President and the Board. The Treasurer shall coordinate the international fellowship and awards activities.

Board Member (four positions)
At-large Board members shall assist with the newsletter, membership drive, website upkeep, and any other duties assigned to them by the Board of Directors.

Nominated By:

<table>
<thead>
<tr>
<th>Name</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Qualifications/Degrees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institution</td>
</tr>
<tr>
<td>Country</td>
</tr>
</tbody>
</table>
# Election / Nominations

Form to be completed by nominee

<table>
<thead>
<tr>
<th>Name</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Qualifications/Degrees</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Institution</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Country</th>
</tr>
</thead>
</table>

**Briefly describe your experiences relevant to doctoral education in nursing.**

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
</table>

**Briefly describe your vision for the role for which you are nominated.**

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
</table>

**Are you a member of INDEN?**

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

_I agree to run for INDEN office; if elected, I agree to serve fully and meet the responsibilities required of officers and board members._

Signature: ________________________________ Date: ______________
What’s New in Doctoral Education

Contributor: Laurel Eisenhauer, RN, PHD, FAAN, Professor Emerita Boston College Connell School of Nursing, USA


   The goal of this handbook is to assist researchers, that is, postgraduate researchers and early career researchers, and their supervisors to adopt and use social media tools in the service of their research, and in particular, in engaging in the discourse of research. The handbook presents an innovative suite of resources for researchers and supervisors to develop and maintain a social media strategy for research dialogues.


   This review of existing literature on the use of SMT [social media technology] in higher education will provide a baseline sense of current uses nationally, providing a descriptive overview of the phenomenon.

3. 101 Twitter Accounts Every #PhD Should Follow. Available at: http://onlinephdprogram.org/twitter-accounts/

   This site provides basic information and links to over 100 Twitter accounts of communities of PhDs and PhD candidates formed online to discuss the current state of academic research and share the difficulties of creating and defending research propositions and theses.
Through a partnership with Sigma Theta Tau International, INDEN has been able to offer post-doctoral fellowships to nursing scholars to strengthen their research skills and work with leaders in their fields of interest. Our fellows are nearly finished their fellowships and we look forward to hearing from them in our next edition of ANDER.

Rose Ilesanmi, PhD is nursing faculty from Nigeria and will continue her studies in pressure ulcer prevention with Dr. Wendy Chaboyer at Griffith University in Queensland, Australia.

Jing Zheng, PhD is faculty at Sun Yat-sen University in Guangzhou, China. She will continue her research efforts at Johns Hopkins University, working with Dr. Marie Nolan on a project entitled, “Effectiveness of Interventions Integrating Home Blood Pressure Monitoring and Patient Education for Hypertensive Maintenance Hemodialysis Patients”.

Evelyn Chilemba, PhD is a nurse researcher and faculty at Kamuzu College of Nursing in Malawi. She will be mentored by Gwen Sherwood, PhD, RN, FAAN at the University of North Carolina at Chapel Hill. She will be studying quality of learning in the BSN programme in an effort of enhancing capacities among nurse/midwifery educators.

INDEN BUSINESS

SAVE THE DATE

♣ July 22-23, 2015 we will host the INDEN conference in conjunction with the University of Puerto Rico in San Juan. Details on our website.

ANDER deadline

♣ June 1, 2015 is our next deadline. Future deadlines will be September 1 and December 1, 2015.

♣ We welcome your manuscripts and student perspectives

Membership Engagement Survey

♣ If you are an active member of INDEN, please complete this important survey so that we may better meet the needs of our diverse membership. 
  https://nursingjhu.qualtrics.com/SE/?SID=SV_2ajqRpoUrdjzOkJ