Dear INDEN Members:

I am honored to begin my term as President of the International Network for Doctoral Education in Nursing (INDEN) and with my colleagues on the INDEN Board, am committed to continuing the significant work of the immediate past President, Dr. Richard Redman. During Dr. Redman’s tenure, INDEN partnered with Sigma Theta Tau International, the Honor Society of Nursing to create the INDEN-Sigma Theta Tau International Postdoctoral Fellowship program for faculty engaged in teaching doctoral students with the purpose of strengthening their research skills and knowledge of doctoral education and mentoring in an international context. Together with the leadership of past Secretary, Dr. Patricia Davidson from Australia, Dr. Redman also ushered in a doctoral student publication award with the International Journal of Nursing Studies, a journal that has published the work of many of our INDEN members. Finally, the INDEN Newsletter has flourished during Dr. Redman’s tenure and is now a major source of news about nursing doctoral programs internationally thanks to the expert editorial work of Drs. Laurel Eisenhauer, Kristiina Hyrkäs, and Munikumar Ramasamy Venkatasalu.

In our recent amendments to the INDEN Aims and Procedures document, we have added the core values of respect, integrity, diversity, and solidarity. Solidarity, a concept also used in the Code for the International Council of Nursing (ICN), describes unity of purpose, interest and feeling. This unity of purpose has characterized the efforts of nursing faculty members within and across nations in advancing quality doctoral education in nursing. There are many examples of this solidarity from all over the globe but a particularly impressive one is that of Thailand. In 1984, the first nursing doctoral program in the country was a collaborative program among four Thai universities. The solidarity of the nurse faculty members in these universities resulted in the production of a critical mass of doctorally prepared nursing faculty who went on to create several individual nursing doctoral programs in Thailand resulting in 259 nursing faculty members with doctoral degrees by 2006 (Kunaviktikul, 2006). Some of our INDEN members were on hand to document the impact that nursing doctoral education had in Thailand during that time in a journal article titled, “From Women in White to Scholarship: the New Nurse Leaders in Thailand” (Muecke & Srisuphan, 1990). I sensed a similar spirit
last week in Beijing, China when I participated in teaching a conference on grant writing and writing for publication led by my colleague from Johns Hopkins University, Dr. Haera Han. The conference which was supported by the China Medical Board of Boston, was held at Peking Union Medical College (PUMC) School of Nursing and was attended by faculty and doctoral students from eight universities in China. I am not aware of any nursing doctoral programs in China a decade ago but our Chinese colleagues informed us that there are now from 20-30 such programs in various stages of development. PUMC School of Nursing Dean, Dr. Huaping Liu and Associate Dean, Dr. Li Zheng have been tremendous nursing leaders in China fostering a sense of solidarity across schools of nursing at universities in China. The INDEN Board members and I look forward to working with colleagues globally to advance the INDEN mission to promote high quality doctoral education in nursing through national/international collaboration and cooperation.

Best wishes,

Marie T. Nolan, PhD, RN
President, INDEN
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References


Letter from the Editors

Dear INDEN members:

Greetings from INDEN Editorial team!

The INDEN board is changing. On behalf of INDEN members and Editorial team, we highly appreciate and thank the outgoing board members Professor Richard Redman, Professor Patricia Davidson, Dr Shiow-Li Hwang, Professor Hester Klopper, and Dr Munikumar Ramasamy for their support and work within INDEN and for the Newsletter. We would also like to congratulate and heartily welcome new INDEN President Dr Marie T Nolan, Secretary-elect Dr. Catrin Evans, and all the new board members Dr. Sonja McFflatrick, Dr. Marilyn (Lynn) Sommers, and Ms Peggy McLaughlin. The editorial team wishes them well.

This July 2011 Newsletter focuses on reflections on our recent INDEN Biennial conference. In this issue, Dr Jeanne Alhusen and Ms Carrie Tudor report about the conference presentations held in Malta. This synopsis will be of interest for those members who did not have a chance to attend the conference. We also have included some photos from this event in May.

We thank Professor Redman who took forward to discuss about our INDEN Newsletter at the recent conference. Indeed, the Editorial Team would like to acknowledge all the members who appreciate our efforts in publishing this Newsletter and we continue encouraging everyone to make suggestion for its further development. However, the editorial team has been facing during this year the challenges related to fewer submissions and late submissions. We would like to emphasize that the success of this newsletter will be highly depend on YOUR SUBMISSIONS. Therefore we highly encourage every one of the members, especially faculty, to support our INDEN newsletter by doing following activities:

1. Forwarding INDEN emails that contains the Newsletter within your organisations/universities to all the key stake-holders, faculty and students

2. Writing articles for the INDEN newsletter

3. Encouraging your students to write about their doctoral experiences

4. Printing and posting the INDEN newsletter in staff common rooms/ faculty and student rest rooms.

The Editorial team has developed some easy guidelines for our authors in order to facilitate, standardise and formalise any Newsletter submission. These are available on the last page of this issue. We believe this would resolve some of the current challenges of quality and timelines for the submissions. The guidelines and submission deadlines will also be posted on the INDEN website shortly. Importantly, as we have received some feedback from our members at the Malta conference recommending that we continue ‘themed’ editions, we will be planning the themes for the future issues in the next couple of months. Meanwhile, we would also like to hear from the members about the any ‘burning issues’ and themes that are of interest. So please kindly email us (indeneditors@umich.edu) your suggestions for forthcoming Newsletters.

We are publishing in this issue an interesting paper written by Johannes Gräske, RN, Ines Wulff, RN, Dr. Marie T. Nolan, Dr. Elizabeth K. Tanner, Dr. Stefan Blüher and Dr. Adelheid Kuhlmeier. This is the second of two articles that illustrate “Gerontology Collaboration between Interdisciplinary and Nursing PhD Programs” in Berlin, Germany, and
Baltimore, USA. This part two is describing the cooperation between the Interdisciplinary PhD program at Charité and the PhD Program in Nursing at Johns Hopkins University and how the two schools have collaborated in ways that have enriched both of the faculty and PhD students. The subject of this article is a value contribution for the newsletter as well as an outstanding example regarding international collaboration in accordance with nursing doctoral education to our INDEN readership.

This issue carries again reports written by three doctoral students at the University of Pennsylvania. The stories are very interesting and demonstrate how international experiences can affect doctoral students’ research and career paths. We welcome students and encourage faculty to contribute more such reports from various countries describing related experiences for our future newsletters.

The next issue will be published in November 2011. The deadlines for submission will be 17th October 2011. Please mark this date in your calendars.

With best regards,

Editors

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This year’s biennial meeting was held at the University of Malta/Mater Dei Hospital in Malta on May 9-10, 2011. Participants benefited from hearing about the status of doctoral education in nursing around the world including Korea, Thailand, Wales, Portugal, and the United States. A dynamic group of speakers presented on topics including opportunities for international and interdisciplinary collaboration within nursing doctoral programs, how to best serve the needs of visiting international doctoral students, funding opportunities and challenges for international nursing doctoral education collaborations, and utilizing technology in international collaborations in doctoral education.

Dr. Mi Ja Kim began the conference discussing her research project on improving quality of doctoral education (QNDE) which arose from the work of INDEN quality standards and criteria committee. We look forward to the many publications produced from this important research from countries including Korea, Japan, United States, Australia, South Africa, Thailand and the United Kingdom.

Dr. Rutja Phuphaibul presented very innovative and successful models of doctoral education in nursing in Thailand. This overview highlighted the deep sense of solidarity and commitment among the faculty who developed them in their unified mission of advancing doctoral education in their country.

Dr. Donna Mead from Wales demonstrated how a multidisciplinary community of scholars program could produce nurse scholars with a variety of expertise, particularly in the area of health policy.

Dr. Maria Gaspar provided a comprehensive overview of the doctoral program in Nursing at the University of Lisbon, Portugal discussing the features of transversal character and international collaboration as well as opportunities for program improvement.

Dr. Marjorie Muecki, from the University of Pennsylvania, described the “leadership gap” as one of the primary motivators for creating a multidisciplinary doctoral level education leadership program in Africa with faculty from Africa (south-to-south exchange). The leadership training also includes a focus on strategic planning and stakeholder analysis.

Dr. Donna Taliaferro, from the Goldfarb School of Nursing in St. Louis, MO, presented on an integrative DNP/PhD program, and discussed the collaborative experience US doctoral students have with US BSN students participating in a study abroad in Cameroon, West Africa using a “train-the-trainer” approach.

Dr. Richard Redman provided an overview of the landscape of doctoral education as well as current issues in doctoral education in the United States. A summary of the Doctor of Nursing Practice (DNP), including factors influencing the creation of the DNP, was also provided.
Finally, Martha Hill, Dean of the Johns Hopkins University School of Nursing in Baltimore (Maryland, USA), discussed how her program prepares global leaders in nursing. Dean Hill discussed the many challenges in global health care while offering opportunities for nurses, globally, to address these challenges.

The slide presentations from the conference will be available on the INDEN website shortly. The participants look forward to the next biennial meeting in 2013 and the opportunity to collaborate on projects to further doctoral education in nursing.

Scenes from the Biennial Conference in Malta

Laura Samuel and Yvonne Commodore-Mensah, doctoral students at the Johns Hopkins University School of Nursing, Baltimore, Maryland, USA
Scenes from the Biennial Conference in Malta

Stephanie Small, Doctoral candidate, University of Michigan School of Nursing, at the doctoral student poster session.
Scenes from Malta (Continued)

At the entrance to Mater Dei Hospital, adjacent to the University of Malta Faculty of Health Sciences, where the conference was held; from left to right, Dean Martha Hill, Jeanne Alhusen, Carrie Tudor, Laura Samuel, Yvonne Commodore-Mensah, all from The Johns Hopkins University School of Nursing, Baltimore, Maryland, USA)
Gerontology Collaboration between Interdisciplinary and Nursing PhD Programs
Part II: Charité-Universitätsmedizin Berlin (Germany) and Johns Hopkins University, Baltimore, Maryland (USA) - Faculty and PhD Student Collaborations

Authors: Johannes Gräske, RN, Ines Wulff, RN, Marie T. Nolan, PhD, MPH, RN, FAAN, Elizabeth K. Tanner, PhD, RN, FNGNA, Stefan Blüher, PhD, Adelheid Kuhlmey, PhD

Interdisciplinary and international exchanges are core aims of the PhD program. Having described the PhD program “Multimorbidity in Old Age” at the Charité-Universitätsmedizin Berlin in the INDEN newsletter of March 2011, in this issue we would like to present how the interdisciplinary PhD program at the Charité-Universitätsmedizin and the PhD Program in Nursing at Johns Hopkins University have collaborated in ways that have enriched both faculty and PhD students, and how this cooperation has contributed to the contextualization of thesis subjects into international perspectives and strengthening doctoral education in nursing.

As part of these collaborative efforts there have been several interactions: From September 2008 to November 2008 Adelheid Kuhlmey, PhD, Professor and Chair, Institute of Medical Sociology, and spokeswoman of the PhD Program, Charité-Universitätsmedizin, Berlin, Germany spent 3 months as a visiting professor at the Johns Hopkins University, Baltimore, MD. While here, Dr. Kuhlmey developed collaboration with Johns Hopkins University School of Nursing (SON) for the purpose of exchanging scientific, educational and clinical programs at the national and international levels; and promoting the careers of young scientists.

As a first PhD student, Ines Wulff, RN, Degree in Management in Health Care Services, visited the SON July 2009. Mrs. Wulff attended the summer course “International Health Systems and Research” of Marie Nolan, MPH, PhD, RN, FAAN. This course involved the guided study of how cultural, political, and economic forces influence the health care and nursing needs of one country or region. Particular attention was given to ethical principles or norms that guide the responsible conduct of research in the country. Students explored concepts related to the responsible conduct of research or research misconduct including informed consent for research participation, scientific freedom, collaboration, and authorship. The status of nursing education, licensure, and practice in the country or region under study was reviewed and how these factors influence nursing research in the country/region. A major emphasis was on learning through a cultural informant(s) from the area under study in addition to reviewing the literature on nursing and health care research of the area. Implications for future international research collaborations in nursing and health care were discussed. Having conducted an interview with Dr. Tanner who served as a research and cultural informant about the status of nursing and nursing research in the U.S., Mrs. Wulff presented one of Dr. Tanner’s studies to the class, and discussed together with the doctoral students potential ethical challenges in this study and actual or potential strategies for addressing these challenges. She also gave a presentation on the health system of Zambia including the most common causes of morbidity and mortality, and how cultural, political, and economic factors in this region may influence the health issues. As the course had an international focus, there was an opportunity to share how nursing education, nursing research and the health care system work in Germany in comparison to the US system. Furthermore, students discussed their PhD programs at the JHU SON and Charité-Universitätsmedizin Berlin.

In February 2010, the director of the PhD program at the SON Dr. Marie Nolan, MPH, RN, FAAN, visited the PhD program at the Charité – Universitätsmedizin Berlin. The faculty member Dr. Elizabeth Tanner, MS, RN, FNGNA and the PhD student Sara Rosenthal, MSN, RN, accompanied Dr. Nolan. They attended and participated in the conference “Multimorbidity in Old Age – Challenges for Interdisciplinary”, which included presentations about the PhD thesis’s of the students in Berlin. Dr. Tanner presented an overview of the educational preparation requirements for health care providers in the US and the need for interprofessional education.
Gerontology Collaboration between Interdisciplinary and Nursing PhD Programs
Part II: Charité-Universitätsmedizin Berlin (Germany) and Johns Hopkins University, Baltimore, Maryland (USA) - Faculty and PhD Student Collaborations
(continued)

In the presentations, one focus was how interdisciplinary collaboration among the PhD students is performed. In addition to their presentation at the conference, Dr. Nolan, Dr. Tanner, and Mrs. Rosenthal gave a lecture to the students, concerning their own research projects.

Just a few weeks later, in May 2010, the spokeswomen Dr. Kuhlme and the coordinator of the PhD program Dr. Stefan Blüher visited Johns Hopkins University SON again to present the PhD program to the faculty members as well as the PhD students at the SON. Furthermore, Wolfram Herrmann, MD, physician, and PhD student of the PhD Program at the Charité visited the Division Geriatric Medicine and Gerontology at the Johns Hopkins University School of Medicine in October/November 2010, where he worked on his health service research project, with a focus on physician-patient-interactions of older patients in the primary care setting. As a visiting observer, Mr. Herrmann visited several clinical settings which provide care for older adults and became familiar with the clinical work and research of physicians at the Johns Hopkins University, and shared experiences in qualitative research in an aged population with fellows.
In March 2011, the PhD students Ines Wulff and Johannes Gräske visited Johns Hopkins University SON. They stayed for five weeks and shared their experiences of working together in an interdisciplinary PhD program with faculty members as well as PhD students of the SON. Various excursions to long-term care arrangements, such as nursing homes, assisted living facilities, Maryland’s first Green House Project, and Continuous Care Retirement Communities helped to provide a comprehensive understanding of philosophy and purpose of different health care settings.

As part of their own program, they both presented their dissertation work to the other doctoral nursing students and faculty and contributed to a comparative debate about the practicalities of ethical informed consent and decision making in research involving persons with dementia.

Ines Wulff and Johannes Gräske would like to express their sincere thanks to all faculty and staff members for their warm welcome at Johns Hopkins University School of Nursing. We would also like to thank all the chief executive officers, senior managers, principal investigators, and research personnel of the various health care settings for giving us insight into their working philosophy and sharing their experiences. We are grateful to the Institute of Medical Sociology at the Charité-Universitätsmedizin Berlin and the Robert Bosch Foundation for financial support to make this visit possible.

1 http://www.gradmap.de/index2.html

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How Doctoral Students’ International Experiences Affect their Research and Careers: Report from Three Students at the University of Pennsylvania School of Nursing

Marjorie Muecke, PhD, RN, FAAN
Assistant Dean, Global Health Affairs

While one usually thinks of doctoral students as engaging in research on topics or areas they had defined when applying for admission to a doctoral program, we have found that students who choose to engage in international nursing experiences during their studies tend, as a result, to shift the focus of their research focus and even of their career goals. In this report, three of our nursing PhD program students briefly describe their respective international experiences and how these have affected their research and career plans. Lisa Gatti reflects upon how her service learning work in Guatemalan highlands has affected her research and career plans; Corbett Brown describes how he is integrating teaching experience with development of his research in Botswana; and Deena Kelly describes how her activities as a research assistant in China led her to design her research focus on the United States with a plan for international collaborations in her subsequent research career.

Lisa Gatti, MSN, RN
Doctoral candidate
University of Pennsylvania

From my first experience studying abroad as an undergraduate student at the University of Pennsylvania (Penn), I recognized how valuable international experience can be. It expands my perspective and leads me to both new understandings as well as new questions. Thus, at every stage of my career I have sought out opportunities to study, live, or work abroad. In the beginning this work involved learning about culture and language and inevitably led to expanding my views of health and healthcare. This then developed to learning about comparative health systems during my MSN, the Health Leadership program at Penn. As a doctoral student, I began to explore the world of international research. As I was honing my research skills in a very specific context, I wondered how I would be able to use the research methods and ideals which I was acquiring globally. This is vital to my career, as I intend to work in international public health.

I embarked on my first international research work three years ago through Penn’s Guatemala Health Initiative. The first summer I spent in Guatemala was highly influenced by my recent research focus in the US; investigating breastfeeding norms and challenges in order to improve breastfeeding success rates. I arrived in the indigenous Mayan town of Santiago Atitlan with questions that had come from my previous work and readings. I quickly discovered that many of my research questions and methods were inappropriate in this context. That year, I found that some surprising methods worked well. For example, collecting personal stories, anthropometric data and conducting needs assessments were highly successful and enjoyable for all. Other methods, such as validated questionnaires and formal, structured interviews were not at all productive. I was also faced with ethical dilemmas surrounding consent and not being able to make referrals in the face of dire situations. By the end of three months, I had substantial findings to questions that I had not intended and used methods I had not known existed. Mostly, I left with many new questions. I used this experience to apply for a Fulbright Fellowship to return for 10 months to continue my exploration. After working in Mexico and then spending a second summer in Guatemala, I realized I was faced with a further dilemma. It was difficult to fit the work I could conduct in Guatemala into the research methods of a doctoral dissertation.
I decided not to use the Fulbright time in Guatemala to collect data for a dissertation. Rather, I took a position with the non-profit community hospital in Santiago Atitlan as their development manager. The most pressing challenge was to develop programs to make the hospital financially sustainable. During this time, I moved away from looking at specific, population-based questions, and returned to my previous work of looking at health delivery systems and different ways of providing access to appropriate care. Towards the end of my grant, I was given the opportunity to participate in a new fellowship aimed at developing health leaders in the US and Africa, the Afya Bora Consortium. I spent several months this last spring learning and working alongside African fellows in Kenya and Tanzania. I was amazed at how different frameworks develop different approaches to researching and meeting healthcare challenges. I was also struck by the fact that creating sustainable programs to improve health was the single largest challenge across such diverse contexts. By the end of this work, I was able to create a new dissertation focus that incorporates my research training and experience with my interest in working internationally in health delivery systems. I will be using a case-study, grounded theory approach to pose the question: How do non-governmental, non-profit health institutions in developing countries try to become sustainable? This question has come directly from the work I have conducted over the last two years, again reiterating that spending time in new and different contexts can greatly enable discovery. I hope my dissertation work will be valuable to those from many disciplines that work in the field of global health and development.

Editors’ Note: The Afya Bora Consortium Fellowship works to fill the identified gap in training for African and U.S. health professionals working in global health. This innovative fellowship prepares African and U.S. health professionals to lead and manage major health programs in their own countries and will develop a sustainable training program owned by a South-South Consortium which will improve delivery of health-related services and may counter emigration of African health professionals. More information available at: https://sites.google.com/site/afyaborafellowship2011/
The expectation of both my dissertation work and the Penn nursing community health clinical experience is to build capacity within Botswana while also educating Penn nursing students and preparing me to be a future nurse researcher. I am excited for the opportunity to work with Penn nursing students in Botswana and to also move forward with my doctoral work. Please keep an eye out for updates of my own work and the work of the Penn nursing students traveling to Botswana.

Deena Kelly MS, RN
Doctoral Student
University of Pennsylvania

As a third year pre-doctoral fellow at the Center for Health Outcomes and Policy Research (CHOPR), at the University of Pennsylvania, School of Nursing, I have been fortunate to be able to participate in exciting international research projects. More specifically, I am currently collaborating with Chinese nurse researchers, as part of a national study of nursing and quality of care in hospitals in China, funded by the China Medical Board and co-directed by Professor Linda Aiken. The idea for my specific study, originated from a data workshop in Shanghai China that I participated in with CHOPR and nine nursing schools in China. Thanks to the University of Pennsylvania Provost’s Global Fund, I spent the week in Shanghai in March of 2010, analyzing the China health system data that had been previously collected. Here, with Wu Zijing and Ma Li, two masters nursing students from China Medical University, we explored the association between nurse burnout and patient safety outcomes in Liaoning province.

After this weeklong data workshop, I returned to the U.S. and continued my work with my Chinese nurse colleagues. To expand my study, I received pilot funding and was awarded the 1st Annual PhD Mentored Research Award with my advisor Dr. Aiken. To date, our findings demonstrate that nurses that are burned out are one and a half to two times more likely to report overall poor patient safety grades in their units and poor patient safety outcomes (wrong medication administration, patient falls, pressure ulcers) in Liaoning China. These findings as well as the others from the ongoing research of China’s nursing system and quality of care are some of the first studies to explore the Chinese healthcare system.

My dissertation work, though not explicitly international research, is examining the association between critical care nurse organization and environment and its impact on outcomes of critically ill adults in four states in the U.S. This research is similar in scope to my research project in China in that it examines hospital systems, nurse characteristics and their influence on patient outcomes. I hope, with my fluency in Italian and general appreciation for other cultures and health care systems, to continue to collaborate internationally to assess and improve outcomes of care for patients worldwide.
The INDEN Newsletter is publishing different types of submissions (e.g. conference reports, papers, letters etc.) from our readership. There are no specific guidelines for different types of submissions, but the Editorial team is advising to follow these general guidelines:

**Length:** recommend length for a submission is around 1000 - 3000 words (1-2 pages). Since this is a newsletter we prefer short write-ups (not over 5000 words). If you use references, please follow the APA format and include a reference list (i.e. author, year of publication, title of a paper and journal/book, page numbers) in your submission.

**Font:** use Arial, font size 12, line spacing 1.5, align your text left and remember to add page numbers.

**Software:** please send only Word –documents to us.

**Pictures and graphics:** please send each picture in a separate file; make sure that you have a permission to use photographs, pictures, copyrighted materials

**Contact information:** please make sure to include in a submission your own and other authors names, credentials, and contact information on the top of the first page.

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**Contribute to the Next Newsletter!**

The next edition of INDEN will be published in November 2011. The deadline for submissions is: October 17, 2011.

Please submit your articles to:

indeneditors@umich.edu.

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If you would like additional information on the International Network for Doctoral Education in Nursing (INDEN), please visit the website at:

[http://www.umich.edu/~inden/](http://www.umich.edu/~inden/)

OR

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