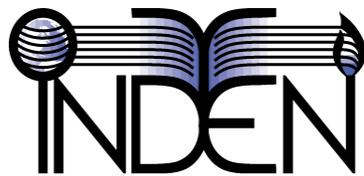


PREPARED BY
THE OFFICE OF
INTERNATIONAL
AFFAIRS
UNIVERSITY OF
MICHIGAN
SCHOOL OF
NURSING



International Network for Doctoral Education in Nursing

Newsletter

2006 INDEN Board

President

Shaké Ketefian, 2003-06
ketefian@umich.edu

President—Elect

Richard W. Redman, 2006-09
rwr@umich.edu

Treasurer

Oliver Slevin, 2005-08
od.slevin@ulster.ac.uk

Secretary

Susan Gennaro, 2004-07
Susan.Gennaro@nyu.edu

At-Large Board members

John Daly, 2003-06
j.daly@uws.edu.au

Hala Darwich, 2004-07
hdarwich@umich.edu

Morag Gray, 2004-07
m.gray@napier.ac.uk

Wipada Kunaviktikul, 2005-08
wipada@mail.nurse.cmu.ac.th

Callista Roy, 2003-2006
callista.roy@bc.edu

Shu-Fang Vivienne Wu, 2005-08
s7.wu@student.qut.edu.au

INDEN Website

Inside this issue:

President's Column	1
Research Collaboration Task Force Activities	2
INDEN Mentoring Task Force	2
Report from the INDEN Newsletter....	3
INDEN ANNOUNCEMENTS	3
Doctoral Conference of January 2006....	5
Empowerment of Nurse Managers....	6
First Doctoral Program in China	7
Attitudes towards Professional Doctorates....	7
POHNED Update....	8
Project NEXus*....	9
OTHER ANNOUNCEMENTS	9
MESSAGE FROM MEMBERS	12

Volume 5, Number 2

April 2006

President's Column



On behalf of the Board of Directors I am pleased to share information on a number of developments. Since my last report in the January Newsletter, a great deal of the planning that had been ongoing has borne fruit. We have been discussing a collaborative relationship with Sigma Theta Tau

International [STTI] for the past year. I am pleased to report that INDEN and STTI will be supporting a postdoctoral short-term fellowship. You have received this information already and it will be on our website. As well, INDEN is collaborating with the Queensland University of Technology to offer a one-week postdoctoral seminar in November, and with the University of Western Sydney, for a doctoral student workshop. Both of these are in conjunction with the International Council on Women's Health Issues Congress. Announcements appear later in this issue. We are grateful to the deans and faculties of both of these institutions for taking these initiatives, and we are most excited about these opportunities. We invite our members to consider signing up for these workshops as appropriate.

INDEN collaborated with the Midwest Nursing Research Society [MNRS] to present a special session on international research collaboration at its recent annual conference. The MNRS is the largest and most dynamic regional nursing research society in the United States. The session was well received, and it also gave added visibility to INDEN. Speakers included Drs. Richard Redman, President-Elect, and Mi Ja Kim, former member of our board. In addition, Dr. Marion Good from Case Western Reserve University and Dr. Sukhee Ahn, from Chungnam University, Korea, participated, sharing their experience in engaging in international collaboration as a case study. We invite our

members to think about opportunities to make possible INDEN collaboration with other organizations, as these enrich both groups and spread the word about what we do.

Several of our committees and task forces have separate reports in this issue, which follow this column. I include a few words on other committees that do not have a separate report, but are actively at work. The commission II implementation committee is developing models of collaboration across institutions that might be used to meet different circumstances. Dr. John Cutcliffe is chairing this group (dr.john@shaw.ca). Once several models are developed and written, they will be placed on our website as models, hoping that they will provide guidance to individuals in unique circumstances. The committee on doctoral and postdoctoral workshops is developing ideas to help us put in place a plan for workshops for our members, in collaboration with other groups or institutions. A suggestion has been advanced to organize regional workshops, and in connection with an existing major conference, to make it less expensive for people to get to. The workshops mentioned above by the Queensland University of Technology and University of Western Sydney, are good examples of this. Dr. Kader Parahoo is chairing this committee (ak.parahoo@ulster.ac.uk). For any suggestions on these two ongoing committees contact the chairs directly.



This will be my last President's Column. I will end my second term as founding president of INDEN on June 30, 2006, and Dr. Richard Redman, now president-elect, will assume the

Presidency. You, the members, the various boards of directors since the first election in 2001, and I have traveled a distance since the beginnings of this organization, and we have created an exciting and significant organization. Although small in comparison to many professional organizations, its impact has been great nonetheless, and promises to be greater in the years ahead. INDEN will

President's Column (continued)

be in good hands under the leadership of our new president, and it is ready to move to its next phase of development. I will continue to be involved in my capacity as a member, and will assist in whatever way I can; I will be chairing the new INDEN/STTI postdoctoral fellowship program for the coming year.

I send you my best regards, and hope you will all be involved in

helping INDEN achieve its aim of improving nursing doctoral education worldwide.

Shaké Ketefian
President, INDEN
April 2006

Research Collaboration Task Force Activities: Research Interest Groups

Richard W. Redman
University of Michigan
President-Elect of INDEN

Two research interest groups (RIGs) have been launched by INDEN. The RIGs were recommended by the Research Collaboration Task Force which presented its report to the INDEN membership in 2005.

The purpose of the RIGs is to provide a forum for discussing research and knowledge development needs in identified areas. The intent is that the RIGs will lead to the identification of a research agenda and one or more collaborative projects among the RIG members. The goal for each RIG is to work toward at least one collaborative project among some of the RIG members within the next two years. It is hoped that RIGs will present a progress report at the INDEN meeting in



2007.

The Work and Education Environment RIG is coordinated by Professor Gwen Sherwood, (gwen.sherwood@unc.edu), University of North Carolina at Chapel Hill School of Nursing. The Family Caregiver Issues RIG is co-coordinated by Professor Dawn Freshwater (Freshwater@bournemouth.ac.uk) and Professor Kate Galvin (KGalvin@bournemouth.ac.uk) both at Bournemouth University in the UK.

If you would like to become a member of one of these RIGs, feel free to contact the coordinator of that RIG. All members with an interest in one of the research areas addressed by the RIGs are welcomed.

INDEN Mentoring Task Force:

Callista Roy
Boston College

Interim Report

The Board of INDEN appointed a Task Force on Mentoring from volunteers who attended the Toronto meeting in November 2003. The specific goals of this Task Force are: (1) to define and describe the process of mentoring in doctoral education and (2) to develop a Position Paper on Mentoring in doctoral education.

The Task Force is currently in the process of synthesizing data and creating the first



draft of a position paper. Data has been collected from participants in 10 countries in two different formats including paper opinionnaires and on-line surveys. A second source of information includes input from round table discussions at the INDEN conference in Taiwan in 2005. Additional Task Force Members were also recruited at the conference.

The Task Force will draft an initial version of the position paper and forward it to a response team for review. The response team will include the volunteer Task Force. We are

seeking additional response team members from countries not already represented in the data collection. We welcome any volunteers, particularly from Korea, Japan and Egypt and any or all of the European countries including Sweden, Finland, Netherlands and Czech Republic.



We anticipate being able to present the Position Paper for response of the membership at the 2007 Conference in Yokohama, Japan.

Report from the INDEN Newsletter and Publication Committee

Co-Chairs: *Kristina Hyrkas* and *Hala Darwich*
Maine Medical Centre *University of Michigan*

A short survey was conducted electronically to obtain views of committee members on directions for the *Newsletter* and types of material it might cover. We provide a brief overall summary of the views expressed by the members.

The group does not see the *Newsletter* as a vehicle for communicating urgent news, but rather, as a means for sharing information, especially on INDEN

activities and directions, expressing various views on issues of importance to doctoral education, and debating different sides of an issue. The papers published would be short, idea pieces.

As well, there is interest in learning about developments and practices in various countries that have bearing on doctoral education. To elicit contributions from

members, the editors might pose some key questions, although this may not always work, as events/developments may occur at any time and need to be captured when they occur [perhaps assignment of regional editors might address this problem?]. A few suggested topics for inclusion were survey of doctoral student members of INDEN around a topic, and launching a series of articles that would focus on philosophical issues regarding nursing and doctoral studies.



INDEN ANNOUNCEMENTS

Reminder to Members:

INDEN is converting to a common membership year, July 1st to June 30th, to correspond to our budget year. The new one-year rates are effective July 1, 2006. The rates by band and member type are:

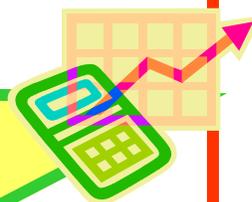
	Regular	Student
Band 1	\$67.00	\$37.00
Band 2	\$35.00	\$20.00
Band 3	\$20.00	\$12.00

Invoices for membership dues will be sent to each INDEN member via email between April and June, 2006, following the approach we have previously shared with members. We appreciate your prompt submission of your payment via the INDEN website [<http://www.umich.edu/~inden/>].

Also, note that there has been a change in the bands for some countries, based on recent GDP figures.

Thank you for your assistance as we go through this conversion process.

Janie McMillen
 Administrator for INDEN



INDEN ANNOUNCEMENTS (continued)



INDEN Related Publication:

For a publication focusing on international collaboration, Sr. Callista Roy, RN, PhD, FAAN and Nadine Linendoll, MS, MDiv, APRN-BC submitted a manuscript on the process of collecting data from around-the-world for the Mentoring Task Force. The article titled "Deriving International Consensus on Mentorship in Doctoral Education" will appear in *The Journal of Research in Nursing* in July 2006.



INDEN SURVEY OF DOCTORAL PROGRAMS REMINDER !!!

If your institution has not yet completed the survey of doctoral programs, please make sure that it is done. As mentioned in an earlier message, it is useful to have coordination within the nursing school or department as to who will complete it so that we don't end up with duplicates. Students should not be completing the survey. Go to the INDEN website page and the link appears on the first page [<http://www.umich.edu/~inden/>]. Note that it is not necessary that a school has INDEN members. We would like all doctoral programs in nursing worldwide included.

Announcements for INDEN Co-Sponsored Activities

International Postdoctoral Mentoring Program in Nursing

The INDEN Board of Directors is pleased to announce a new program in partnership with Nursing's Honor Society, Sigma Theta Tau International. This program is for band 2 and band 3 country scholars. Details of the announcement are posted under INDEN's Website: <http://www.umich.edu/~inden/> -- click "Announcements." Applicants are advised to adhere precisely to the guidance provided in the announcement.



International Post-doctoral Nursing Research Summer School November 20-24, 2006

The Queensland University of Technology School of Nursing is pleased to announce this first postdoctoral nursing research Summer School, in conjunction with the International Network for Doctoral Education in Nursing, and the Institute of Health and Biomedical Innovation. For application, fees and other details see the full announcement, posted on INDEN's website, under "Announcements."



Doctoral Research Workshop November 14, 2006, 1-5 pm

The University of Western Sydney and Queensland University of Technology, in collaboration with INDEN, are pleased to announce this four-hour workshop for doctoral students; the aims are to consider research priorities to improve outcomes for women, and explore opportunities for collaborative research to improve the health outcomes of women. Advance registration is required, although there is no fee. For full details see INDEN's website, "Announcements."

Doctoral Conference of January 2006 American Association of Colleges of Nursing

Nancy Sharts-Hopko
Villanova University

Editor's Note: We provided a report of several highlights of this conference in the last Newsletter. Additional items of interest follow, provided by INDEN member Dr. Sharts-Hopko. Editor

Developments in the Doctor of Nursing Practice Degree (DNP): Many new programs are in development, with apparent equal division among those starting research-oriented (PhD) versus those starting DNP programs. There seems to be less clarity as to the purpose and structure of a DNP program than there was one year ago. People whose schools have both programs are mixing PhD and DNP students in the same classes. Faculty who are not advanced practice nurses are teaching some DNP courses, and schools with existing doctoral programs are housing the new DNP programs within the unit that addresses doctoral studies. Still, faculty who teach the advanced practice courses should be doctorally prepared, and they are in short supply. There is considerable debate about whether or not the DNP is a terminal degree and whether or not people with that degree would commonly be eligible for tenure. There was also considerable discussion about the need to get younger nurses to commit to doctoral education so that they can have long, fruitful careers at that level.

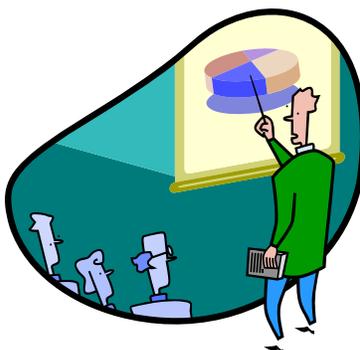
Innovative teaching-learning strategies in doctoral programs: A number of schools offer research practica, some required for all students, some offered as an option. A number of schools implement annual review of students' self-evaluations of activities in scholarship, practice, and professional service by the doctoral admission/progression committee. Some schools prescribe activities, through the student's advisor. Various strategies for socializing on-line students were shared including the intensive experiences, teleconferencing, involving students on committees, having students participate in faculty research at a distance. People have not found DL to inhibit socializing of students – in fact, quite the opposite. Some faculty members share with doctoral students their own manuscripts, reviews and revisions. Other faculty stated

that they meet with students a few times a semester to discuss how they have gone through a decision-making process, to try to teach them how to think through issues – related to



research, the academic role, professional service, etc. Various approaches to the candidacy examination were discussed. In general schools are tending to focus more on requirements that support work on the dissertation, including the preparation of one or more manuscripts for publication. The purpose is for the student to demonstrate synthesis of all course work and the dissertation

topic. One faculty member noted that they have total State funding for all full-time students, however it still does not help them attract full-time students. This is a common problem that was raised throughout the conference.



Mentorship of faculty: Discussion was wide ranging, addressing mentoring new faculty (and the need to distinguish between orienting new faculty vs. true mentoring of them) to mentoring faculty who are seasoned as faculty but inexperienced in research. Since it is well known that

20% of the faculty in most institutions do 80% of the research perhaps efforts should concentrate only on the 20% because the other 80% of faculty do not have the interest or motivation to do so. It was pointed out that in most schools, the focus is on research rather than scholarship (directors or associate deans of "research" rather than "research and scholarship"). Faculty need clarity as to what is valued in a given institution. There was discussion of strategies to move doctoral students rapidly through the programs with various suggestions, including a "post-dissertation" seminar to keep students connected with the faculty and their peers once finished with course work to address skills and activities needed to move a student from a student role to a faculty role (writing abstracts, thinking about subsequent studies, writing grants, etc.).

Working with challenging students: Discussion focused on students who are challenging and problematic to faculty. The challenge of how to move them forward comprised the bulk of the discussion. It was suggested that if students show *no* progress on the dissertation, that they be graded accordingly: non pass. Having the students develop a timeline for completion of their dissertations was identified as a helpful mechanism with continuous registration. It was suggested that students whose topics were too broad or students who were very undecided about their topics be required to do an independent study to assist them.

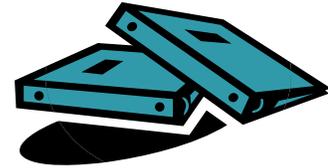
Session on online doctoral programs: Dr. Connie Delaney led a discussion of this topic, dealing with issues, successes, and challenges. More and more programs are moving in this direction. (For a more comprehensive list, see allnursingschools.com). There was consensus that some real-time interaction, whether live

Doctoral Conference of January 2006 (continued)

or via the web, enhances socialization and is essential. Most schools include one, two or three short intensives throughout the year. So far students are achieving similar outcomes to on-campus students in terms of time to complete degree, rate of completion, publications and grants after completion. Support for educational design and use of the technology is essential.

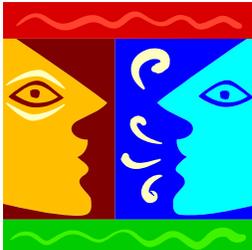
Addendum Note: There was discussion at several points during the conference about the steady reduction in course-work related to research and theory in master's programs over the last 20 years as advanced practice programs have come to dominate master's education. This leaves students ill-prepared for doctoral study if they pursue a PhD or DNS, and if they pursue a DNP with its

reduced emphasis on research and then are treated as faculty with terminal degrees they are truly at a disadvantage.



Empowerment of Nurse Managers to Facilitate Change Management during Namibian Health Sector Reforms

K. Hofnie
University of Namibia



During the previous dispensation, health services were fragmented along ethnic lines and were curatively biased. To redress the above situation, the Ministry of Health and Social Services embarked on a health sector reform. Out of the previous four health directorates thirteen health regions were established to bring

decision making and development to the people. The eight original directorates at the central level merged into five key functional units.

The reform process in the health services in Namibia caused negative reactions among the nurse managers, who had previously worked in a stable environment. This research argued that, while the conceptual frameworks on change tend to focus on its management, the meaning and magnitude of change seems to be given little attention. Consequently, the nurse managers in Namibia seem not to be able to deal with change in order to facilitate an environment conducive to change in the health sector for fundamental change to take root.

The overall aim of this study was to describe a model that could be used by the nurse managers to facilitate change during the Namibian health sector reforms.

To achieve this aim the explorative, descriptive, qualitative, theory generative and contextual designs were used. Data was collected from thirty-nine top, middle and first-line nurse managers. In-depth individual interviews and focus group discussions, as well as field notes, were used for data collection. The identification and conceptual meaning in respect of facilitating a conducive environment were achieved through the results of the

empirical data that explored the experiences of the nurse managers and their needs for empowerment, and the results of concept analysis.

This research has shown that the facilitator is responsible for empowering the nurse managers to establish an enabling environment to manage change in the health sector. It was argued that to achieve this objective the nurse managers must possess the leadership skills necessary for facilitating the empowerment process. To this end, interactive facilitation was recognised as the dynamic through which an environment conducive to change had to be created. In this connection the procedure to facilitate an enabling environment in clinical practice was said to be built around two components, namely, adequate support and interpersonal relations reducing fear of the unknown, and active participation and involvement enhancing confidence and continuous interaction

facilitating knowledge and skills development.

The researcher believes that the guidelines that are suggested in the model will bring valuable insights to dealing with the change process in the country.

This is an abstract of a recent dissertation by Dr. Hofnie. Dr. A. Van Dyk, at the same institution, was the supervising faculty member.

— Editor



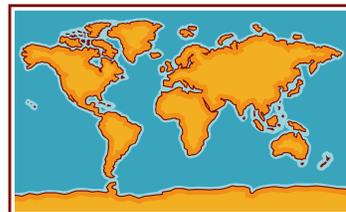
First Doctoral Program in Nursing in China

Marie Nolan
Johns Hopkins University



The first doctoral program in nursing in China was launched in 2004 through the collaboration of the Schools of Nursing at Peking Union Medical College (PUMC) in Beijing and Johns Hopkins University (JHU) in Baltimore, Maryland, USA. The program, which is funded by the China Medical Board, prepares Chinese nurse leaders for careers in higher education for nursing, nursing research, and health care administration. The program's goal is to increase the number of doctorally prepared nurses in China and to develop a nationally recognized doctoral-level model for nursing education for China and the Chinese health care system. The first year of the three-year program begins with coursework at PUMC. At the beginning of the second year, the students have a six-month course of study with faculty at JHU School of Nursing. Students will then return to PUMC for approval and initiation of their China-based doctoral

research. The Program Directors are Huaping Liu, PhD, Dean of PUMC School of Nursing, who received her doctorate in nursing at George Mason University in the US, and Victoria Mock, DNSc, Director of the JHU School of Nursing Center for Nursing Research. Marie Nolan, DNSc is the JHU School of Nursing Co-Director. Dean Martha Hill at JHU School of Nursing noted that this program continues nearly a century of collaboration between JHU and PUMC to bring the best of modern scientific medicine and nursing to China. From 1919 to 1925, Anna D. Wolf, a 1915 graduate of the Hopkins School of Nursing, was PUMC Superintendent of Nurses and, after establishing a collegiate PUMC nursing education program, served as its dean from 1924 to 1925.



Attitudes towards Professional Doctorates for Nurses: Findings from a National Survey

Lorraine Ellis
University of Sheffield

Anyone even making a superficial examination of the health and social care literature over the past ten years could not fail to notice an increase in the number and different forms of postgraduate education for the health and social care professions whether at home or overseas. Since the 1990s the aggregate size of higher education in the United Kingdom has remained stable overall with the exception of part-time postgraduate education that has grown rapidly. In particular, doctoral education has had a significant increase in the number and range of provision. The growth in doctoral education is variously explained; these explanations include the production of a knowledge economy, and the wholesale integration of nurse education into Universities. Of these factors, the latter is arguably *the* most significant, prompting a rise in postgraduate education for nurses, especially the professional doc-



torate. Despite this increase, it remains an area that is largely under-researched and under-theorised; this research is an attempt to address this area. The research findings presented briefly below form part of a larger project designed to evaluate the impact of doctoral education on health care practice in the UK. Phase 1 included a national survey of the attitudes of senior academics towards the professional doctorate and doctoral education for nurses more generally. In short, 55 senior academics from 41 institutions of higher education in the UK concerned with the doctoral education of nurses were telephone interviewed (taped) and the data content analysed for key themes. Educators' attitudes fell into one of three categories: enthusiastic, ambivalent or sceptical. The divergence in educators' attitudes was held against the perceived strengths and limitations of the professional doctorate compared to the PhD;

their attitudes also highlighted inherent tensions that have implications for providers and purchasers of such programmes and possibly for those at the cross-roads of deciding whether to pursue a professional doctorate or a PhD.

References

- Ellis, L.B. (In press). The professional doctorate for nurses in Australia: Findings of a Scoping Exercise. *Nurse Education Today*.
- Ellis, L.B. (2005). Professional doctorates: Mapping provision and perceptions. *Journal of Advanced Nursing*, 50(4), pp. 440-448.
- Ellis, L.B., & Lee, N. (2005). The changing landscape of doctoral education: Introducing the professional doctorate for nurses. *Nurse Education Today*, 25(3), 222-229.

POHNED Update and Assessment Conference 2006

Wipada Kunaviktikul
Chiang Mai University

The Faculty of Nursing at Chiang Mai University organized a conference titled *POHNED Update and Assessment Conference* for approximately 100 POHNED graduates and administrative staff who participated in the POHNED program. The conference took place during February 6-8, 2006, at the Central Duangtawan Hotel, Chiang Mai, Thailand. The objectives of the conference were:

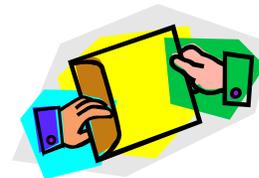
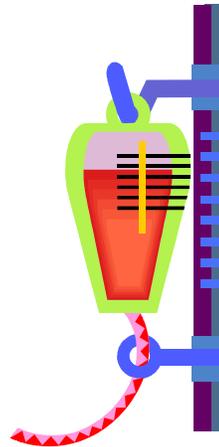
- To give all graduates and faculty members the opportunity to update and share knowledge, thereby maintaining and establishing new networks;
- To discuss how POHNED graduates have developed professionally;
- To compare and discuss how POHNED graduates have used their knowledge and skills obtained from the program in the workplace in China;
- To continue the collaborative work between the educational institutes in Thailand and China.

POHNED stands for "Program of Higher Nursing Development". This program was managed by the Faculty of Nursing at Chiang Mai University under the support of the China Medical Board of New York, Inc.

With the collaboration of eight Chinese universities, Peking University Health Science Center (Beijing Medical University),

China Medical University, Central South University (Hunan Medical University), Peking Union Medical College, Fudan University (Shanghai Medical University), Sun Yat-Sen University (Zhongshan University), Sichuan University (West China University of Medical Sciences), and Xi'an Jiaotong University (Xi'an Medical University), the POHNED program provided nursing education at the master's level for Chinese nurses in the area of Medical-Surgical and Maternal and Child Nursing. A total of 84 Chinese nurses in 5 groups graduated from the program during 1994-2000.

Presently, POHNED graduates from the Faculty of Nursing at Chiang Mai University actively work in a variety of educational and health care institutions throughout China. For example, some have become deans, associate deans, and lecturers in Chinese nursing schools. For those who are working in health care settings, some are working in administrative positions, and many are leaders in health care organizations. These graduates have made a huge effort to develop nursing in general, and they have also contributed a great deal to the advancement of nursing research and education in China.



Project NEXus* ... News from Western U.S. Doctoral Programs

Kathy Magilvy (UCDHSC), Judith Effken (UA), Gail Houck (OHSU), Debra Leners (UNC), Ginette Pepper (UU), and Paula McNeil (Western Institute of Nursing)

A collaborative project is underway in the Western US to increase capacity of universities to offer doctoral education in Nursing. NEXus - the Nursing Education Xchange: Partnering to Increase the Capacity of Nursing PhD Programs, was funded by a grant from the Fund for Improvement in Post-Secondary Education (FIPSE), U.S. Department of Education. The project is administered by The Western Institute for Nursing (WIN).

Five partner Schools of Nursing were selected to participate: University of Arizona, Oregon Health and Science University, University of Colorado at Denver and Health Sciences Center, University of Northern Colorado, and University of Utah. The objectives of the project are to (1) increase academic capacity by opening registration to online courses offered by each university to students from partner Schools of Nursing; (2) to address barriers to course enrollment across multiple institutions through inter-institutional agreements; (3) to increase academic quality and breadth by facilitating the Schools of Nursing to supplement their academic offerings through sharing courses; and (4) to develop a website that provides pertinent information about the courses and a forum for student and faculty dialogue.

During the first half of this three year project the

partners have identified four cognates (or focus areas) to be offered to students at the 5 participating schools: health systems and outcomes; transcultural health and health disparities; informatics; and nursing education.



These cognates are currently under development. At present the partners and consultants are working with academic administrators at each university to refine a set of Guiding Principles and develop logistical agreements related to transfer of credit, tuition, enrollment, etc. The intent is to begin offering the first project-related courses during the 2006-07 academic year.

Related to NEXus, a website, www.nursingphd.org has been designed to assist prospective doctoral students to obtain information about PhD programs in the Western U.S. Articles useful to doctoral students and applicants have been posted. In the future the website will also be used for

the NEXus project students and faculty as well as to continue providing current information to prospective doctoral students. International students are welcome to visit this website at any time.

We hope Project NEXus will be a model for future collaborations among institutions offering doctoral education. A full project evaluation is in process that will facilitate understanding the outcomes and procedures that were used in initiating the project. Future plans also include opening the partnership to other universities. Once the project is fully implemented, we will write a follow-up article to describe results.

[*Western Institute of Nursing (2006). NEXus - The Nursing Education Xchange: Partnering to Increase the Capacity of Nursing PhD Programs. Project Overview, January 2006.]

Questions or further information can be provided by contacting: Paula McNeil, mcneilp@ohsu.edu

OTHER ANNOUNCEMENTS

The University Of Pennsylvania Begins Integrated BSN-PhD and MSN-PhD Programs

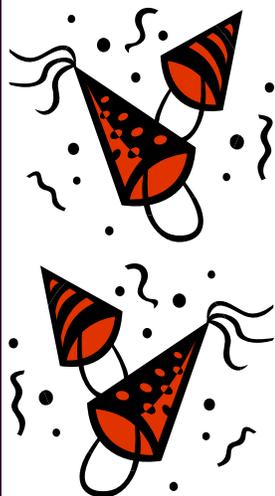


Stimulated by faculty shortages and surrounded by a cadre of incredibly smart and motivated students, Penn has admitted its first students to its integrated PhD programs. At the Undergraduate level, students admitted to the BSN-PhD program may take courses that count towards their graduate level work. These students will take 8 courses in the first year of doctoral study as part of their general graduate requirement, pass a university-required qualifying exam, and move onto the remaining 13 courses of the PhD program. Program completion is anticipated in about 4 years (from the completion of the BSN).

Students who want to practice as NPs and conduct research can earn admission to our integrated MSN-PhD program. This program combines research intensive courses with the required clinical courses, allowing the students to develop their practice skills from a highly intellectual perspective. By the time students enter the dissertation phase of the program, they will have completed their clinical courses. We believe this type of program will help build a cadre of NP researchers who can effectively combine practice and research.

For inquiries, contact Grace Colman, Associate Director of Graduate Enrollment Management (colman@nursing.upenn.edu), or Julie Fairman, PhD, RN, FAAN, Chair of the Graduate Group of the School of Nursing (fairman@nursing.upenn.edu).

OTHER ANNOUNCEMENTS (continued)



OJIN: Online Nursing Journal Celebrates 10 Years

Nursing's first, totally online, free, peer-reviewed journal is celebrating 10 years. *OJIN: The Online Journal of Issues in Nursing*, which is supported by the Kent State University College of Nursing and published three times yearly in partnership with the American Nurses Association, fills an important niche for nursing and healthcare professionals and it is free-of-charge to users.

Three topics are posted each year focusing on a current nursing issue. In the years since its inception, OJIN articles have covered diverse topics including aging, complementary therapies, continuing competence, diversity, domestic violence, entry into practice, genetics, HIPAA, nurse safety, and patient safety.

The latest issue of the *Online Journal of Issues in Nursing* (OJIN), **Infectious Disease: Challenges, Solutions** covers a broad range of infectious disease concerns, such as contemporary threats including avian influenza, hemorrhagic fevers, monkey pox, transmissible spongiform encephalopathy, severe acute respiratory syndrome and West Nile virus, as well as disease surveillance systems and interventions.

Over 100,000 readers access OJIN each month. Sponsorships are now available; email [<ojin@kent.edu>](mailto:ojin@kent.edu) for sponsorship information. To access the journal go to www.nursingworld.org/ojin/

Villanova University College of Nursing Expands its Faculty

The Villanova University College of Nursing, an NLN Center of Excellence in Nursing Education, is expanding its faculty and desires qualified nurse educators for several full-time positions. The College seeks candidates for full-time employment with preparation and expertise in:

- Adult health and illness
- Advanced practice/nurse practitioner
- Curriculum development, teaching strategies and clinical evaluation
- Health care administration, practice, policy and finance; research; and data management
- Health promotion, community health and epidemiology
- Pediatric nursing plus research experience in this field



For more details visit: www.villanova.edu/nursing/facultystaff/opportunities.htm

III International Seminar Of Philosophy and Health

30 Years of the Graduate Nursing Program of Federal University of Santa Catarina/BRASIL

October 8-10, 2006
Hotel Castelmar
Florianópolis - Santa Catarina
BRAZIL

The general theme of the seminar is "THE CARE IN THE PROCESS OF HUMAN LIVING" and includes plenary sessions with national and international keynote speakers as well as parallel sessions and posters. Papers will be selected from abstracts submitted to the Seminar Programme Committee. Persons wishing to present papers at the seminar should submit an abstract (1500 words maximum) until May 31th, 2006.

Information: www.nfr.ufsc.br/pen/seminariofilosofia
E-mail: seminariofilosofia@nfr.ufsc.br



OTHER ANNOUNCEMENTS (continued)



International Council on Women's Health Issues Congress November 15-18, 2006

The University of Western Sydney is hosting the Congress of ICOWHI this year. Full information on the Congress, and Abstract Submission Guidelines are provided on INDEN's website, section on "Announcements."



Dr. Mary A. Nies, Assistant Vice President of Health Sciences for Research in Community Health at Stony Brook University in New York received an Outstanding Service Award for her service to the American Academy of Health Behavior, its members and Fellows, as a member of the American Academy of Health Behavior Board of Directors from 2003-2006 at the Annual Scientific Meeting in Carmel, California.



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

Office of International Affairs
University of Michigan
School of Nursing
400 N. Ingalls
Ann Arbor, MI 48109-0482

Email: inden@umich.edu
Fax: 734/615-3798



Write an article for the newsletter!

Deadline for submissions for the August 2006 newsletter is July 1st, 2006.

Please send items to: inden@umich.edu

MESSAGE FROM MEMBERS

A New Doctoral Graduate Writes....

A Perspective from a New Doctoral Graduate

Elizabeth Emmanuel
Griffith University



A doctorate provides a new graduate various possibilities. These possibilities however, are not so tangible, accessible and available. For me this was of great concern. So attending the INDEN meeting in Taiwan (May 2005) was very exciting for a number of reasons.

First, INDEN presentations identified issues at local and global levels regarding doctoral studies. As well, discussion on the follow up after doctoral studies took

place with examples of creative and innovative avenues undertaken. Of particular interest was the notion on mentoring in doctoral education, although I much preferred the circulating ideas about post-doctoral mentoring and support.

Second, research collaborative activities were discussed. The Report presented identified the need for Research Interest Groups (RIG) focusing on selected identified areas. Tapping into one of these RIGs offered a lot of promise.

So, as a new graduate, the meeting put into perspective what was initially a blurry picture of doctorate studies and where one could go with this. Now that I have more clarity, I cannot only see where I fit but also how I can link up with like minded people regarding research interests and questions with a view towards collaborative projects. I can't wait to be part of a project working with people from my group.

I anticipate more activities in the RIGs. Collaborative research activities will provide the springboard I need to build on my doctoral studies. Hopefully through INDEN I can get to meet others like me wanting to pursue further research activities.

REMINDER!!!



INDEN Biennial Meeting

The biennial meeting of INDEN will be held on May 25-26, 2007, in Yokohama, JAPAN.

MARK YOUR CALENDARS!!!