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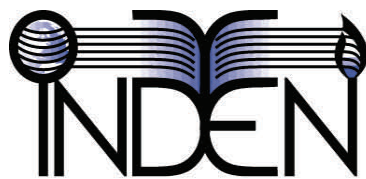
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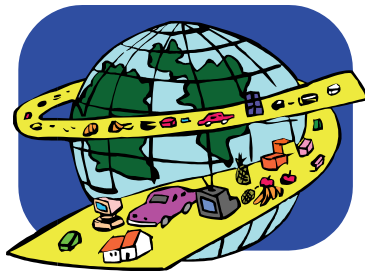
International Network for Doctoral Education in Nursing

Newsletter

Volume 9, Number 3

December 2010

President's Greeting



Dear INDEN Members:

Greetings to each of you! I'm pleased to have the opportunity to send updates on behalf of the INDEN Board.

Our plans are taking shape for our Biennial conference in 2011. We will be meeting in Malta following the ICN meetings next May. The INDEN meeting dates are May 9 – 10, 2011 (the ICN dates are May 2-8). The Board decided to follow the ICN meetings this time based on member feedback. Many have suggested that it is easier to articulate our meetings with ICN if we follow that session since many INDEN members attend the research meetings at ICN which follow their business sessions.

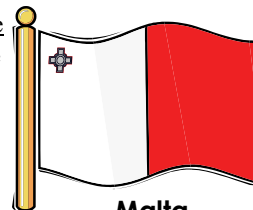


Our conference theme is *Collaboration in Nursing Doctoral Education*. I'm sure you will agree that this is a timely theme for any of us involved in doctoral education today.

The meeting will be held at Mater Dei Hospital at the University of Malta. One of our INDEN members, Dr. Donia Baldacchino, is a member of the Faculty of Health Sciences at the University of Malta, and she has been extremely helpful in working with our planning

committee and assisting with the coordination of local events. We will be having keynote presentations, business meetings, and a variety of paper and poster presentations. Calls for abstracts will be going out in early January so watch for those. We will also have a workshop for doctoral students on May 11th. We will be posting additional details on the INDEN website as they become available. You also will receive the full brochure for the program some time in January. So, please mark your calendars now and begin your plans to attend our biennial meetings in Malta. It is not too soon to check on details about visa requirements for your visit to Malta. The Board members look forward to seeing each of you at the biennial meeting.

And speaking of dues, you should have received your notification for membership renewal and payment of dues recently. Please renew your membership today if you haven't done so already. This would be a great time to encourage your colleagues and students to join as well. As we plan for our 2011 meetings in Malta it would be great to meet many new members at the meeting! As a reminder, the Board made the decision last year not to raise dues.



Malta

The Board always welcomes your input. Feel free to contact any of us with your recommendations and suggestions. We want to hear from you!

Best regards to each of you.

Richard W. Redman
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Letter from the Editorial Team & Letter to the Editorial Team

Greetings to all!!

In this issue, we welcome a member's response to an item in a previous *INDEN Newsletter*. We especially hope that our international readership will share their thoughts and ideas about specific articles or their own thoughts related to doctoral education. Has the economy changed the educational offerings in your country? Do you have less doctoral students and how are they doing financially? It would be wonderful to see a dialogue developing among the INDEN members.

This issue includes several items related to a variety of exciting opportunities for doctoral students and those with a doctorate. It also has the perspectives of several visiting international scholars and students. INDEN and the *International Journal of Nursing Studies* are offering a new option for doctoral students to submit review papers for possible publication. INDEN also cosponsors an international postdoctoral fellowship with Sigma Theta Tau International.

In this issue we have information about the Afya Bora Consortium for Global Health Leadership. The column describes interesting developments in collaborations among universities in the USA and Africa.

The Editorial team will be planning after the holidays the timelines for the forthcoming INDEN Newsletter Issues in 2011 – 2012. The Issue Submission Deadline for the Issue 10:1 (March 2011) will be:

February 11, 2011

We hope the New Year of 2011 brings good health, happiness and many opportunities for continuing professional growth to all INDEN members!!

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Thank you for bringing to the attention of the readership the article by A. Labi in the *Chronicle of Higher Education*. This is a good example of the type of regional development that should come to the attention of the INDEN membership and be analyzed by our members for its implications for all of us in nursing doctoral education.

The report from Europe suggests that European doctoral education is becoming a bit more like doctoral education in the U.S. in terms of introducing more structure; it has been empirically observed that doctoral education within the U.S. is becoming more like European doctoral education, in terms of loosening its high degree of structure, such as its extensive course work requirement, toward a greater degree of flexibility and introducing independent study so students can pursue individual interests. This type of trend by no means would create uniformity, which is not desirable, in my view, as there is still much room through which individual national needs and cultural traditions can influence and shape doctoral education.

I find this development very exciting, and hope that as the ideas being discussed in Europe are implemented we will see reports from INDEN members, both faculty and students alike, as to their impact and how they shape the experiences of faculty and students.

I found the plea of the European doctoral student leader that students "want to be seen not as students but as early stage professionals" very instructive, especially since this type of designation appears to be attached to benefits that accrue-- such as in the form of pensions. Within the U.S. we too are extremely mindful of how we treat our doctoral students in nursing, but with a different rationale in mind. Many of our students are successful mid-career professionals and bring significant expertise that can be of great benefit and enrichment to the program as a whole, to the faculty and to the student peer group. As well, recent thinking has highlighted the ways in which close relationships between students and faculty mentors strengthen the discipline and its future, whereby faculty serve as the stewards of the discipline and prepare their students as the future generation for such stewardship, to preserve and expand the knowledge base of the discipline. These ideas have been discussed most eloquently by a recent report from The Carnegie Foundation for the Advancement of Teaching (Walker et al., 2008).

Another interesting feature in the Labi report is that many PhD holders work in business and industry, at least in Germany, which produces a quarter of the European doctorates (in all fields). This is quite different from the trend in the U.S., where PhD holders in many fields tend to go to academia, and 75-80% of nursing PhD holders do so, as they are socialized to think of academic careers as a natural next step. Only recently, some groups have made attempts to introduce doctoral students to a wider range of employment opportunities as important ways to use their talents and contribute to society.

Again, thank you for your substantive letter from the editorial team, and I hope it will stimulate much reflection and dialogue.

Sincerely,
Shaké Ketefian, EdD, RN, FAAN
Professor Emerita
University of Michigan, School of Nursing

References:

Labi, A. (2010). As doctoral education in Europe evolves, educators meet to chart its progress. *The Chronicle of Higher Education*, June 7.
Walker, G.E., Golde, C.M., Jones, L., Bueschel, A.C., & Hutchings, P. (2008). *The formation of scholars: Rethinking doctoral education for the twenty-first century*. San Francisco, CA: Jossey-Bass.

STTI/INDEN International Postdoctoral Fellowship in Nursing

Submitted by Dr. Milisa Manojlovich

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

Please join me in congratulating this year's fellows! For the 2010-2011 academic year (September to May) the following fellows were chosen:

Dr. Prisca Adejumo (Nigeria);
Dr. Ruqayyah Zeilani (Jordan);
and Dr. Ying Zhang (People's Republic of China).

Dr. Zhang deferred the start of her fellowship until the 2011-2012 academic year, so Dr. Lourdes Tejero (Philippines) was chosen as an alternate fellow for this year.

A hearty "Thank you!" to review committee members who came from both STTI and INDEN: Dr. Patricia Davidson, Dr. Gwen Sherwood, Dr. Beth Tigges, Dr. Patrice K. Nicholas, and Dr. Marie Nolan. If you are interested in learning more about the fellowship, please visit the INDEN website: <http://www.umich.edu/~inden/announcements/index.html>.

Applications for the STTI/INDEN International Postdoctoral Fellowship in Nursing for the 2011–2012 academic year will be posted on the INDEN website on February 1, 2011, with a deadline for submissions of May 1, 2011.

Please contact Dr. Milisa Manojlovich with any questions that you have about the fellowship at: mmanojlo@umich.edu.



Rankings of Doctoral Programs in USA: A New Report

The National Research Council recently released its ranking of doctoral programs in 62 fields including nursing. The title of the report is: *A Data-Based Assessment of Research-Doctorate Programs in the United States*.

The rankings are based on both reputation as well as additional data collected for this study: Publications per faculty member, Citations per publication, Percent faculty with grants, Awards per faculty member, Percent interdisciplinary faculty, Percent non-Asian minority faculty, Percent female faculty, Average GRE scores, Percent 1st-yr. students with full support, Percent 1st-yr. students with external funding, Percent non-Asian minority students, Percent female students, Percent international students, Average PhDs 2002 to 2006, Average completion percentage, Median time to degree, Percent students with academic plans, Student work space, Student health insurance, Number of student activities offered.

Because of the length of time between data collection and the release of the report, there is concern that some information may be outdated, e.g., some faculty may no longer be at the program.



An Executive Summary can be found at:
<http://www.nap.edu/html/researchdoc/summary.html>

A webpass to use an interactive tool developed by the Chronicle of Higher Education to compare doctoral programs can be purchased at: <https://www.chronicle-store.com/Store/ProductDetails.aspx?CO=CQ&ID=77110>

Other options for purchasing the report are available at:
<http://www.nap.edu/rdp/>

CALL FOR APPLICATIONS

INDEN AWARD 2011

THE INTERNATIONAL JOURNAL OF NURSING STUDIES

The INDEN Board is pleased to announce the launch of the *International Journal of Nursing Studies INDEN Award* which is designed to support and encourage INDEN students and recently graduated Scholars to publish scholarly reviews drawn from their doctoral studies. The annual award is sponsored by the *International Journal of Nursing Studies*, one of the leading academic nursing journals in the world.

What sorts of papers?

The award is for a review paper (systematic review, literature review or methodological review) which is judged by the INDEN Board to have made the most valuable contribution to the knowledge base of professional nursing and/or midwifery.

Procedure for submission

Applicants should submit their paper electronically to the IJNS Editorial Office ijns@kcl.ac.uk by **1st June 2011** (for the 2011 Award) together with a covering letter notifying that this is an entry for the award. In so doing competitors are, in effect, submitting their paper simultaneously for the award and for publication in the IJNS. All applications should include the accompanying application form, covering letter and the Author Checklist available via PDF on the journal homepage www.elsevier.com/ijns. An electronic version of the application form can also be found on the journal homepage, under 'Journal News'.

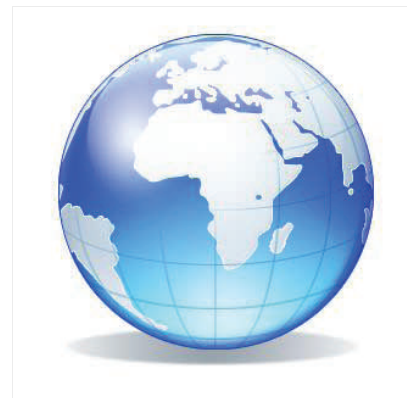
Procedure for judging applications

All submitted papers will be considered by an editorial committee convened by the journal Editor-in-Chief, who will shortlist the applications and submit the shortlisted papers for consideration by the INDEN Board. The Board will select the prize winning review. The Board reserves the right not to make an award.

The prize winning entry will be published in the International Journal of Nursing Studies, subject to the usual journal review process - and will be identified as the competition winner. Other papers submitted to the competition, whether or not they are shortlisted, may also be published in the journal, subject to satisfactory peer review.

The award will be announced in May 2012 and the prize winners will be notified by email.

The award will be officially presented at the biennial INDEN conference, 2013.



Introducing the Afya Bora Consortium for Global Health Leadership (ABC)

One of the Terms of Reference (ToR) for the WHOCC in Nursing & Midwifery Leadership at the University of Pennsylvania School of Nursing reads: “In collaboration with WHO, systematically promote sustainable interprofessional education and collaborative research.” One of our activities that implement this ToR is our active participation in the Afya Bora Consortium for Global Health Leadership (ABC). Four other WHOCC in Nursing and Midwifery are also ABC members: they are at the University of Botswana, the University of California at San Francisco, and Johns Hopkins University. “Afya Bora” means “good health” in Swahili.

The ABC’s mission is: To contribute to health systems strengthening in our African partner countries by developing a leadership and research training program targeting African and US health professionals. The initial leadership fellowship model will focus on HIV/AIDS research, prevention and care programs. Its long term goal is to establish a sustainable program led and conducted by a consortium of institutions in Africa.



For about two years, ABC members have been collaborating in formulating plans for a collaborative effort that would promote effective leadership in global health in Africa. The ABC membership evolved from existing bilateral partnerships in health care between four universities in the USA and their respective university partners in sub-Saharan Africa. ABC members are representatives from Schools of Nursing and of Medicine at the following universities:



Johns Hopkins University (JHU), Baltimore, Maryland
 Makerere University, Uganda
 Muhimbili University of Health and Allied Sciences (MUHAS), Dar es Salaam, Tanzania
 University of Botswana, Gaborone, Botswana
 University of California at San Francisco (UCSF), California
 University of Nairobi, Kenya
 University of Pennsylvania, Philadelphia, Pennsylvania
 University of Washington, Seattle, Washington

ABC’s aim is to develop an interdisciplinary 2-year program comprised of leadership training and mentored practice for global health leadership.

Key features of the program are:

Africa-centric: The majority of trainees, training sites, faculty and mentors will be African or located in Africa.

Emphasis on knowledge, skills and experience to lead large, evidence-based programs: to prepare trainees to design, implement, scale-up, evaluate and iteratively improve large scale programs that link research, preventive and curative health services, training and policy development.

Links to future employment: In an effort to prevent “brain-drain” among this talented pool of future leaders, experiential learning assignments will be offered during which trainees may be “embedded” at organizations or agencies that would provide future employment. This will be coupled with the clear responsibility of mentoring committees to facilitate post-training placements.

Targeting sustainable African training capacity, not just trainees: The focus will be on developing the training capacity of African institutions, rather than just one more program to turn out additional trainees. To this end, most of the training will take place in the African partner countries.

Interdisciplinary framework across medicine, nursing and other health-related disciplines: Integrating trainees from Nursing, Medicine, Public Health and other relevant disciplines from the participating countries to learn and work together is a crucial component of the program.

Collaboration across 8 premier Africa and US universities: The involvement of multiple institutions that can pool intellectual, physical and financial resources will greatly strengthen the program and increase its sustainability. The inclusion of four African institutions will promote South-South collaborations and facilitate development of a self-sustaining program to train health leaders.

Continue to page 6

Afya Bora Consortium for Global Health Leadership (ABC), continued

A 7.5-month pilot demonstration of the program will be launched January to early August 2011 with Fellows from ABC member institutions in the USA (n=4), and in Africa (n=12). The curriculum will include three components:

Two 3-week sessions, one in Nairobi and one in Dar es Salaam, each comprised of 3 learning modules: the topics of the six modules are:

- Leadership skills
- Implementation science and health systems research
- Program and Project Management
- Monitoring and evaluation
- Technology and health informatics
- Communications and media skills



After each 3-week learning session, a 3-month experiential, mentored attachments to a host organization in any of the African country partners; the attachment sites could be a Ministry of Health, an Non Government Organizations, a PEPFAR mission, a CDC field station, a USAID mission or office, a WHO regional office, or a University;

Virtual and in-person opportunities to continue to interact and collaborate with faculty, other fellowship graduates and incoming fellows.

Submitted by Marjorie Muecke, PhD,RN,FAAN, Assistant Director, WHOCC in Nursing and Midwifery Leadership, University of Pennsylvania School of Nursing

Healthy Work Environments for Nurses

The 6 new articles in the January 31, 2010 *OJIN* topic, [*Promoting Healthy Work Environments: A Shared Responsibility*](#), emphasize the importance of a healthy work environment for nurses, and describe strategies to achieve a positive atmosphere in various settings.

Rose Sherman and **Elizabeth Pross** present a review of the literature regarding the importance of healthy work environments in healthcare organizations and the role of nurse leaders in building and sustaining these healthy environments, including development of leadership skills for leaders at the unit level. **Marla Weston's** article discusses clinical nurse autonomy and control over nursing practice (CONP), which have been associated with increased nurse satisfaction and improved patient outcomes. **Betty Kupperschmidt** and colleagues focus on the individual nurse's responsibility to become a skilled communicator. This article describes five behaviors that help nurses reach their goal of becoming skilled communicators. The article by **Pat Ebright** considers the complexity of the RN work environment, including four areas for consideration in maintaining and sustaining healthy work environments essential for supporting RN decision-making. **Joy Longo** reviews strategies to address disruptive behaviors and provides specific steps managers and staff nurses can take to combat these behaviors. The final article about healthy work environments in the nursing academic setting, by **Marilyn Brady**, uses the categories of the National League for Nursing's *Healthful Work Environment Tool Kit*® as a framework to explore ways that nursing faculty and administrators can work together to enhance the health of academic work settings.



University of Pennsylvania

Global Health Affairs ~ Visiting International Scholars/Students

Howieda Fouly, MSN

Assiut University, Egypt

20 February 2009 – 19 February 2011

Howieda Fouly, MSN, faculty and doctoral student at Assiut University is the recipient of the prestigious and highly competitive Channel Scholarship awarded by the Egyptian Government. This scholarship fosters international collaboration with future Egyptian leaders. Due to the global reputation of another Egyptian born and raised nurse, Dean Meleis, Howieda chose Penn to compliment her current doctoral studies at the Assiut University, Egypt.



During this experience, Howieda and Dr. Marilyn Stringer, Professor of Women's Health Nursing-Clinical Educator, have been working together to evaluate the

role of nursing in reducing the incidence of cervical cancer in Egypt by exploring the acceptability of low cost cervical cancer screening for Egyptian women. They began collaborating in the Winter, 2009, and will continue until Winter, 2011, at which time her findings and implications will be completed. Some of the scholarly activities that Howieda has participated in while studying here at Penn have included:

- Being a Visiting Scholar at the Center for Health Equity Research
- Experience as a Research Assistant and member of Dr. Anne Teitleman's research study team
- Shadowing Dr. Stringer in her clinical role
- Being a guest student within Women's Health Care Nurse Practitioner and selected research courses
- Serving as a guest lecturer

- International presentation of preliminary research findings

Dr. Stringer commented: "Most importantly, Howieda and I have spent many days together learning about each other's heritage and laughing together. Our families have shared food and celebrated holidays, taken trips to the zoo and pumpkin farm. Our lives will be entwined regardless of the miles apart. We are hopeful that our scholarship together will improve the health of the women in Egypt and perhaps women in other developing countries."

In November 2010, Howieda's advisor from Assiut University, Dr. Ataf Darwish will visit Penn School of Nursing to confer with Dr. Stringer and Howieda, and to become familiar with the school.



**Howieda Fouly, MSN
and
Mentor, Dr. Marilyn Stringer**

University of Pennsylvania

Reports from UPenn...(continued)

Navidad Canga, PhD

University of Navarra, Spain

1 March 2010 – 23 August 2010



Spanish women have a very high prevalence of cigarette smoking. Dr. Navidad Canga, Associate Professor at the University of Navarra, Pamplona, Spain, is interested in developing

and testing culturally- and gender-relevant behavioral interventions to reduce smoking. Dr. Canga is spending portions of the 2009-2010 and 2010-2011 academic years at the Penn School of Nursing being mentored by Dr. Marilyn Sommers, the Lillian S. Brunner Professor of Medical Surgical Nursing. Dr. Sommers has experience with testing behavioral interventions to lower the risk of health compromising behaviors such as cigarette smoking and risky driving.

In addition to mentoring meetings, Dr. Canga has joined Dr. Sommers' research team both at Penn and in San Juan, Puerto Rico, to learn more about the role of the Principal Investigator. To further their mentoring relationship, Dr. Sommers plans to consult with faculty and students at University of Navarra in September of 2010. These two faculty members are showing that mentoring is a global endeavor.



**Navidad Canga, PhD & her Mentor,
Dr. Marilyn Sommers**

Tidarat Vasaroangrong, MNS, RN

Mahidol University, Thailand

3 September 2010 – 11 February 2011



In Thailand, patients with peripheral arterial disease (PAD) are increasing in numbers. The majority of patients with PAD visit their physicians when the severity of their symptoms has advanced so far that limb amputation is needed. Mrs. Tidarat Vasaroangrong, doctoral nursing student at Mahidol University, Bangkok, Thailand, is interested in factors influencing delayed treatment in patients with PAD. Mrs. Tidarat will spend 6 months of the 2010-2011 academic year (September – February) at Penn School of Nursing. Her faculty mentors, Barbara Riegel, DNSc, RN, FAAN, FAHA, Professor of Nursing and Kathryn Bowles, PhD, RN, FAAN, Associate Professor of Nursing will help her refine her dissertation proposal. Dr. Riegel is a cardiovascular specialist, and Dr. Bowles is an expert in information technology and decision-making. In addition, Mrs. Tidarat will attend research activities at Penn.

Mentors:

Dr. Barbara Riegel & Dr. Kathryn Bowles



ANNOUNCEMENTS/OTHER




ICN CONFERENCE AND CNR
2-8 May 2011 Malta
Nurses driving access
quality and health



For further information go to:
<http://nursingworld.org/DocumentVault/Events/Call-for-Abstract-ICN-2011-Conference.aspx>

Contribute to the Next Newsletter!



The next edition of INDEN will be published in  March 2011.

The deadline for submissions is:
February 12, 2011.
Please submit your articles to:
indeneditors@umich.edu.



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

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