

International Network for Doctoral Education in Nursing Newsletter

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2006 INDEN Board

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President's Column



A great deal has happened since we reported to you last. Due to unforeseen circumstances, we were able to put out two newsletter issues in 2005 instead of the usual three. We will update you on our progress on various fronts.

- A) The Board of Directors [BOD] has formed several groups following the May meeting in Taiwan, as follows [note that all reports referred to below are in the February 2005 issue, on our website]:
- 1) Commission 2 Implementation committee:** This group will be developing various models and specifics of how they can be implemented; one model has already been developed, described later in this report.
 - 2) Committee to plan doctoral/postdoctoral workshops for INDEN:** Dr. Kader Parahoo is chairing this group and we are most grateful to him. The charge of this group is to implement the earlier report on this topic. In the past we have found that collaboration with institutions and groups has been most productive, but it has happened on a year to year basis. We need a stable arrangement that we can rely on. Doing such workshops regionally is a suggestion that has been advanced. The committee will also consider financing and other issues.
 - 3) Newsletter and Publication committee:** This committee is now being formed, and it will be concerned with the newsletter and developing ideas for INDEN publications. We are pleased to report that Hala Darwich and Kristina Hyrkas have agreed to co-chair this committee.
 - 4) Two research interest groups were formed, (a) work and educational environments, and (b) family caregiver issues.** See a report by President-Elect Dr. Richard

Redman in this issue.

- B) **Mentorship Task Force:** You will find an update by Dr. Callista Roy in this issue.
- C) **Collaboration with Sigma Theta Tau International:** Last summer we submitted a proposal to Sigma Theta Tau International, the Nursing Honor Society, in which we proposed a partnership between INDEN and STTI, to jointly support several scholars to engage in a short-term study to receive mentorship in their research area within a research-intensive setting where experts would provide them guidance. This was one model we evolved from the Commission 2 report. STTI has now responded. Their Board has approved the proposal with the proviso that expenses to support scholars be equally shared between STTI and INDEN. While we are gratified to learn of this news, the INDEN BOD is now considering the financial ramifications of this idea.
- D) **Data base:** You may recall that we had a data base committee that developed a questionnaire to collect basic data on doctoral programs worldwide. Here too, we are collaborating with STTI in implementing this idea. In the recent past the "International Academic Nursing Alliance" [IANA] was created that functions under the aegis of STTI, although IANA is an independent entity. They are seeking to collect data on nursing education programs worldwide. They have agreed to append our questionnaire to theirs, that would invite those institutions offering nursing doctoral programs to complete the INDEN survey. When the respondent "submits," we will automatically receive the results, and the software we are using will compile the data. This will be slower than we had hoped due to the method being used. The IANA survey will be on the IANA/STTI website, and about 1000 institutions with university/college-based nursing programs will receive letters informing them about the sur-

President's Column (continued)

veys and inviting them to go to the designated site on the Internet to complete it. We are most grateful to IANA and STTI for agreeing to assist us in this way. We will keep you informed of progress in this project. I would like to thank Dr. John Cutcliffe and Dr. Milisa Manojlovich for their active roles in shaping our questionnaire.

- E) **The INDEN website** has been revised and our logo now replaces the old globe on all the site pages. The list of doctoral programs has been updated, as have other sections. We have received several comments from the membership who had favorable comments to make. We now have separate and recognizable headings for the *Newsletter* and reports of our completed task forces.

I would like to ask members to send us updates on any areas covered, or to correct any errors or fill in missing information. We rely on you, our members, to put accurate information. The more accurate our information, the more useful the site will be to all of us. As well, all past INDEN conference papers have been edited and appear on our site. These are the papers from the 1997, 1999, 2001, 2003 and 2005 conferences.

- F) **INDEN Conference/biennial meeting:** The BOD has been considering various options as to location and timing. It

has now been decided that we will meet in Yokohama, Japan, in May 2007. The ICN Conference will take place in Yokohama May 27 to June 1, 2007. We will meet prior to the start of that meeting. Once we know the specific activities of the ICN meeting and the start time of their opening event, we will set our dates. Most likely our dates will be May 25-26, 2007. The BOD believes that it is very important to hold our meetings in countries that offer nursing doctoral programs; this is likely to open opportunities for dialogue with colleagues from the host country and will introduce INDEN to them. The importance of this was demonstrated in Taiwan, where our colleagues there were most welcoming, and sent many delegates to our meeting, and, as a bonus, showed us their warm hospitality too!

My best wishes to all for the New Year, and we hope that 2006 will bring peace to people everywhere.

Shaké Ketefian
President
January 2006

Research Collaboration Task Force Activities: Research Interest Groups

At the INDEN meeting in Taiwan (May 2005), the Research Collaboration Task Force Report was presented and discussed. It was accepted unanimously by the members present. Copies of the approved Report were circulated electronically to the membership. A copy is also available on the INDEN website.

A key component of the Report was a recommendation to establish research interest groups (RIGs). The purpose of the RIGs is to provide a forum for discussing research and knowledge development needs around identified areas. The intent is to create discussions on selected topics that will lead to the identification of a research agenda and one or more collaborative projects among the RIG members.

At the Taiwan meeting, group discussions were held to explore the best way to begin the RIG process. It was agreed to begin with two RIGs around topics that would appeal to the interests of a large number of members and that would have importance in any health care system or country. The selected topics for the first RIGs were: Work and Educational Environment; Family Caregiver Issues.

In early Fall, the INDEN membership was surveyed to inform everyone about the two RIG topics and to enlist interested members to join one of the RIGs. To date, 16 members have signed up for the Work and Education Environment

RIG which will be convened and coordinated by Professor Gwen Sherwood, University of North Carolina at Chapel Hill School of Nursing. The second RIG, Family Caregiver Issues, has 17 members to date. This RIG is still in need of a coordinator and volunteers for this effort would be welcomed.

The RIGs are expected to commence in the near future. All RIG activities will be conducted by email or a web-based mechanism. Activities will begin with a discussion around the members' research interests and questions within their topical area, particular methods and measures related to those questions, and potential next steps for collaborative projects. 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.

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President-Elect of INDEN



INDEN Mentoring Task Force:

Next Step: Position Paper

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

Some work on describing mentoring was in progress prior to the appointed Task Force. Gray and Roy conducted a literature review on the concept of mentoring and published it in *Doctoral Education in Nursing International Perspectives* (Ketefian & McKenna, 2005). In this review, the authors found the concept of mentoring complex and difficult to define, but quoted Prestholdt's (1990) definition of mentor as one that reflects the majority of opinions and research findings: "Mentoring is viewed as a long term adult developmental process with active involvement in a close personal relationship. Mentors can serve as counselors, teachers, sponsors, and guides for neophytes learning about their professions and how to cope with dynamic workplace realities" (p. 26).

Roy and colleagues from a US university identified some of the key components of mentoring and developed a measurement tool. In 2002 they pilot tested the instrument with 14 faculty and 17 students at a US university. In 2003-2005 the Task Force members used the instrument for an international survey aimed at building consen-

Table 1
Collaborative Activities by Global Regions and Number of Doctoral Programs

	Number of Doctoral Programs	Task Force Members	Conferences	Surveys
Europe	95	2	1	1
North America	92	2	2	212
Asia	36	3	2	12
Africa	18	2	1	2
Australia/New Zealand	17	2	1	19
South America	15	1	0	42
Total	273	12	7	288

sus on key aspects of mentoring. They collected 47 surveys from students and faculty from the following countries: Australia (18); USA (14); Thailand (6); UK (5); Philippines (1) Canada (1); Nigeria (1); Zimbabwe (1). Next, one Task Force member used data from this international sample to develop a USA two round Delphi survey on-line. Participation in the USA sample included 180 responses for round one and 108 responses for round two. Another Task Force member, Rosalinda Rodrigues, translated the instrument into Portuguese and Spanish and obtained 42 survey responses from Brazil and Chile.

The Task Force has now begun final data analysis for a position paper. Task Force members shared the data from the surveys at round table discussions at the INDEN meeting in Taiwan on May 2005. Given participation at this and seven other conferences, input opportunities were provided for more than 350 faculty and students of doctoral programs. The discussion in Taiwan generated useful information and ten new volunteers to work on the position paper. The countries now represented in the Task Force

include Australia, Brazil, Canada, the Philippines, South Africa, Taiwan, Thailand, Turkey, United Kingdom, and the United States.

Data analysis indicates 80% consensus on items about expectations of mentors. Some differences were noted between the US and



samples from other countries and these occur mostly in area of resources, such as a mentor's role in helping the student acquire affordable housing, a computer or office space. Though the data shows a majority of consensus, limitations exist in two areas. First, to date there have been very few survey participants from Europe and Africa, and second, the South American region was not represented at a conference discussion (Table 1.)

These limitations will be addressed in the final stages of preparing the position paper. The common expectations of the role of mentor have been identified, however, in the



INDEN Mentoring (continued)



with possible differences that were not yet identified from two regions. The Task Force is committed to prepare, critique and revise the position paper on mentoring for presentation at the 2007 biennial meeting of INDEN.

If anyone has additional completed surveys or would like to assist with the position paper please contact Sister Callista Roy by email callisata.roy.1@bc.edu or telephone 01- 617-552-8811.

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Nei Yueh Chang, Taiwan
Yu Hua Lin, Taiwan
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Valuable Learning Opportunity for Doctoral Students

**Eastern Nursing Research Society Annual Scientific Session
“New Momentum for Nursing Research: Multidisciplinary Alliances”
Philadelphia, Pennsylvania/Cherry Hill New Jersey, USA
April 20-22, 2006**

The President and Board of the Eastern Nursing Research Society are pleased to announce that international doctoral students are welcome to participate in the 18th Annual Scientific Sessions to be held from April 20-23, 2006 at the Hilton Hotel in Philadelphia, Pennsylvania/Cherry Hill New Jersey, USA. This is a valuable learning opportunity and is well attended by doctoral students from throughout the eastern USA as well as leading scholars. All students are eligible for reduced registration fees. A special reception for all doctoral students is included in the conference schedule for Friday evening so that students will have an opportunity to network with one another and develop networking strategies with other scholars.

A Pre-Conference workshop presented by the Theory Research Interest Group, co-chaired by Sister Callista Roy, PhD, RN, FAAN, Nancy M Dluhy, PhD, RN will focus on Momentum for Integrating Theory and Research: Use of Multiple Strategies. Six presenters will detail four different theoretical approaches that reveal their varied ontological and epistemological perspectives: classical deductive, grounded theory, derived theory and theory synthesis. Their presentations reveal decisions in process as well as the logical connections between their theoretical position, research approach and substantive areas of interest. This pre-session will be of particular interest to doctoral students or researchers building programs of



research that strengthen the theoretical-research linkages.

Featured plenary session speakers at the conference include: Afaf I. Meleis, PhD, DrPS(hon), FAAN and Sr. Callista Roy, PhD, RN, FAAN and a Nurse Scholar Panel with representatives from three long-standing multidisciplinary research programs. Many concurrent sessions are available to hear about and discuss research completed research as well as many posters on research in progress, featuring student posters as well.

For additional information see Eastern Nursing Research Society website www.enrs-go.org

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and

Dorothy Jones
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Eastern Nursing Research society

Updates on Doctoral Education Conference

As we went to press, the American Association of Colleges of Nursing was holding its annual doctoral education conference [January 25-28, 2006]. Given its relevance to INDEN's work, I have prepared summaries of two of the sessions for our Newsletter; in the next Newsletter we will have a more detailed report.



Discussion on Mentoring of

Faculty:

About 40 educators in attendance convened for a discussion of mentorship, with a view to generating ideas for how to mentor faculty to become effective mentors of doctoral students. Occasionally, mentorship ideas were brought forth in general. Listed below are some of the ideas that surfaced, in no particular order. There are no authors listed as the discussants were the entire group.

- Many research-intensive universities have research offices. We need to consider re-naming these as offices of research and scholarship; scholarship can be the broader umbrella under which a variety of research and scholarship activities are subsumed.
- A new report titled *Advancing the Nation's Health Needs*, provides an assessment of direction and training needs of the National Research Service Award program [that has helped fund training in biomedical/behavioral sciences at the predoctoral and postdoctoral levels, including nursing, since 1978]. One of the recommendations of this report is to increase the number of nurse scientists. If this recommendation is accepted and implemented, there will be a need to



develop and formalize approaches to mentoring faculty, and the informal and one-on-one approach mainly in use will not suffice.

- Group mentoring of faculty can be as effective as individual mentoring, and

more efficient. We need to recognize that individuals may need different mentors for different things.

- If we want senior faculty to take time and mentor colleagues, recognition needs to be given to these activities, either by way of time allocation or financial incentives.
- We can take advantage of retired faculty who may be interested in doing this as a way of staying professionally active.
- We need to create a culture within a nursing college or department where individuals with different strengths can make their contributions and flourish.

Faculty Career Development:

Dr. Angela McBride was the presenter of this session. Faculty and professional development are of critical importance for the development of leaders and for maximizing the contribution of these professionals. Given the rapid changes occurring in health care, continuing development of professionals becomes even more important as they will face a world for which their graduate school experience may not have prepared them. Consider the following paradigm shifts in health care with consequences for academia: focus on preparing knowledge workers; quality improvement and utilization of best practices are core competencies; the informatics revolution requires familiarity with information technology, web resources, and large data sets; teaching cannot be constrained by time and geography.

Stages of career development:

Being aware of stages of how a career develops is helpful in understanding where we are and for analyzing what might be needed at any given point in time. The five stages discussed are as follows:

Preparation. The emphasis is on learning the values, knowledge

base, and skills of one's chosen profession. Learning can be formal [earning academic degrees], and informal, through socialization experiences.

Investigator status. The faculty member proves that s/he is capable of achieving senior rank, with all that implies about refereed presentations and publications, grantsmanship, professional service, and teaching excellence. The individual moves from competence to demonstrated expertise in some aspect of the field.

Program development. The emphasis ceases to be primarily on the development of the faculty member's expertise, and shifts to that person's assuming responsibility for the development of others and of the home institution's infrastructure.

Development of the field. The emphasis in this stage is on what the faculty member can do to develop the profession and health care beyond the home setting.

The emeritus stage. Freed from institutional obligations and worries about career success, the individual may be able to speak out creatively about matters that others may be too constrained to champion.



Stages of institutional

[research] development: As with individuals, institutions go through their own developmental stages as well. Dr. McBride provided an overview of these, listed below. Note that the points under each stage are illustrative and may vary, depending on an institution's mission and goals.

Build home school's [or department's] infrastructure. All tenure-track faculty are expected to be doctorally prepared; create

Updates On Doctoral Education Conference (continued)

internal mechanisms to support research such as pilot studies, grant submissions, publishing, etc.; offering of a doctoral program by the institution.

Models of excellence. Some faculty develop programs of research that are widely recognized; faculty mentoring and research training become more advanced; interdisciplinary collaboration becomes a reality on the campus.

Build programs of research. Research groups form and build specialty areas of focus; centers of excellence are established; scholarship begins to emphasize synthesis across studies and investigators; "translation to practice" receives systematic attention; leadership succession, infrastructure development, and multiple grants assume importance.

Building the field. Schools are focused in their research with identified research niches; strategic research collaborations are established across schools; attention is

paid to methodologic issues and theory development; state of science and consensus conferences become important.

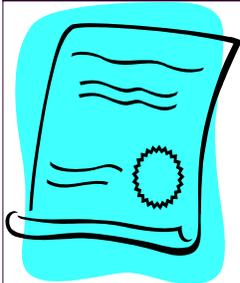
Faculty development also includes the leadership's obligation to help faculty obtain appropriate external validation of their expertise, such as awards and honors; these are important to faculty satisfaction and build reputation of institution; a process evolves whereby faculty think through achievements to date and the next round of challenges to undertake.

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Announcements

New Nursing PhD Program at the University of Victoria



The School of Nursing at the University of Victoria in Canada is pleased to announce the PhD in Nursing commencing September 2006. The School of Nursing holds a strong value on the generation of knowledge in doctoral education. The goal of the Doctoral Program in Nursing is to prepare nurse scholars to contribute to disciplinary knowledge, to demonstrate a critical understanding of works of scholars in the field, and to demonstrate original thinking and research. Programmatic study involves engagement with a variety of philosophical and theoretical perspectives and methodological modes of inquiry with a view to enhancing human health. Graduates will be prepared to launch a program of research that addresses professional nursing practice, policy, or education as a way of enacting their chosen career paths. The PhD program requires satisfactory completion of at least 10.5 units of coursework (including a mandatory non-credit Dissertation Seminar), candidacy exams, a 30-unit Dissertation, and a final oral examination.

The University of Victoria School of Nursing is uniquely situated in the Faculty of Human and Social Development. This faculty consists of the Schools of Social Work, Child and Youth Care, Public Administration, and Health Information Science, as well as the Indigenous Governance Program, Institute for Dispute Resolution, and the Interdisciplinary Studies in Policy and Practice Graduate Program. Additionally, the School of Nursing provides opportunity to pursue scholarly links with the University Centre on Aging, the Centre for Community Health Promotion Research, the Centre for Youth and Society, and the Centre for the Study of Religion and Society. Off campus, we are linked with research centers at the University of British Columbia including the Institute for Health Promotion Research, the Human Early Learning Partnership, and the W. Maurice Young Centre for Applied Ethics. We also have strong research and practice linkages with the Vancouver Island Health Authority, the Vancouver Coastal Health Authority, the Fraser Health Authority, the Interior Health Authority, the Provincial Health Authority, and the Ministries of Health Planning.

The University of Victoria, School of Nursing graduate faculty are widely recognized for their contributions to the advancement of nursing as a scientific discipline and practice profession through research, leadership, practice, teaching, publications and presentations.

Programs of study are planned in relation to specified foci of nursing scholarship in concert with program design, supervisor expertise, and anticipated contributions to disciplinary knowledge.

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Announcements (continued)



Mary A. Nies, PhD, RN, FAAN, FAAHB was recently appointed Assistant Vice President of Health Sciences for Research in Community Health at Stony Brook University. She is a professor of nursing and also holds a joint appointment as professor in the department of preventive medicine, division of community and behavioral health, in the school of medicine. Dr. Nies was previously dean of the school of nursing.



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

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Write an article for the newsletter!

Deadline for submissions for the April 2006 newsletter is March 7th, 2006.

Please send items to:
inden@umich.edu



Help us revitalize the INDEN Newsletter by suggesting a new, exciting name! Send us your ideas!

Please send your suggestions to:
inden@umich.edu