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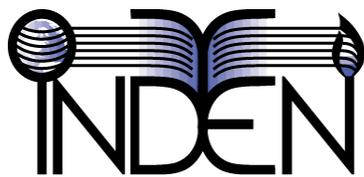
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International Network for Doctoral Education in Nursing

Newsletter

Volume 9, Number 2

July 2010

President's Greeting

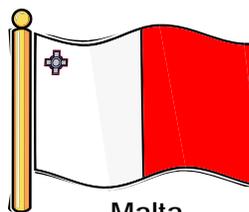


Dear INDEN Members:

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

Planning is now underway for our Biennial Conference in 2011. The Board had decided to meet following the ICN meetings in Malta next May.

Our tentative dates for the INDEN meeting are May 9 – 10, 2011 (the ICN dates are May 2-8). We have 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 the business sessions. So, please mark your calendars now and begin your plans to attend our biennial meetings in Malta. It promises to be our best meeting yet and it will take your presence there to make that happen! As soon as more details are available they will be sent out to all members.



Malta

At a recent Board meeting, we made a decision to update the band structure for countries based on new data that became available recently. This band structure is based on World Bank data that examines Gross National Income (GNI) per capita



for each country. Using that, the World Bank computes a "purchasing power parity" figure which attempts to equalize purchasing power across countries - a technique that is more equitable and meaningful than just using GNI. The Board reviewed the most recent World Bank data (2008) and this resulted in an update on our band configuration. This has resulted in very slight adjustments of some countries which, in turn, affect the annual dues for members in those

countries. The complete list of member countries by band is posted on the INDEN website.

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.

Finally, the election process for INDEN Board positions has begun. An elections committee, chaired by Prof. Patricia Davidson, is beginning efforts to solicit nominations for several positions. Additional elections committee members include Cecile Lengacher, Wipada Kunaviktikul, and Carrie Tudor. Please begin now to identify how you might increase your involvement in INDEN by becoming a board member. There are positions for both faculty and doctoral students. Remember that self-nominations are welcomed! Our organization is dependent on the active involvement of all members so this is one way for you to contribute your talents toward the advancement of global nursing doctoral education. Please consider being on the ballot – and be sure to vote as well.

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
President, INDEN
University of Michigan
School of Nursing
Ann Arbor, MI, USA

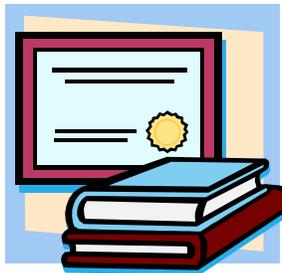
INDEN COMMITTEE UPDATES

Letter from the Editorial Team

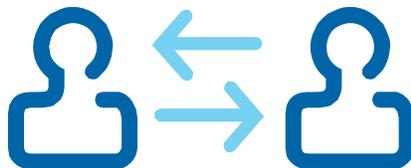


Greetings to all from the INDEN Newsletter Editorial Team! We hope you are enjoying mid-summer or mid-winter depending upon where you are. This time of the year is often very busy in academic organizations and full of interesting events such as conferences, but also a starting point for the preparations for the next semester. We hope that you have a moment to sit back, relax and read this July 2010 Newsletter, because it includes some interesting papers and reports from our students.

We would like to call your attention to an interesting article (Labi, 2010) about the recent conference on European doctoral education. Topics of this Third Annual Meeting of the EUA Council for Doctoral Education (4 – 5 June 2010) included: moving from an individual relationship approach toward a more structured doctoral curriculum, the increasing international focus of doctoral programs and its importance for research, doctoral students being seen and treated as early stage professionals rather than as only students, and emphasis on research as an essential focus of doctoral education. We would be interested in having INDEN members share their reactions to the topics, especially as they may or may not affect the doctoral education of nurses. We are also inviting you to visit the following website: <http://www.eua.be/1360.aspx>



In this newsletter we are fortunate to have interesting perspectives shared by doctoral students and post-doctoral fellows. A contribution by Lorelei Newton from the University of Victoria provides us with wonderful insights into the experience of doctoral qualifying examinations from the student perspective. This should be of interest to both doctoral students anticipating taking their examinations as well as those with doctorates who have already passed their examinations; both may identify with the



themes derived from analyzing the journals kept by the author during her doctoral studies.

Doctoral students and post-doctoral

fellows from the University of Pennsylvania share their insights gained from attending the ICOWHI (*International Council on Women's Health Issues*) conference held in Philadelphia, Pennsylvania in April 2010. These contributors are: Kamela Alexander, Bridget Brawner, Rosemary Frasso, Melissa Gomes, Linda Maldonado, and Sara Weisel.

Again, the Editorial Team is inviting the INDEN readership to share your reports, stories and experiences with us. Also, please send your news, calls for papers/abstracts, and 'save the date' invitations to us. The next newsletter will be published in **December 2010** and the submission deadline is **November 12, 2010**.

Wishing everyone a very relaxing and productive summer 2010,

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DOCTORAL STUDENT PERSPECTIVE

Candidacy Exams: Defending Myself

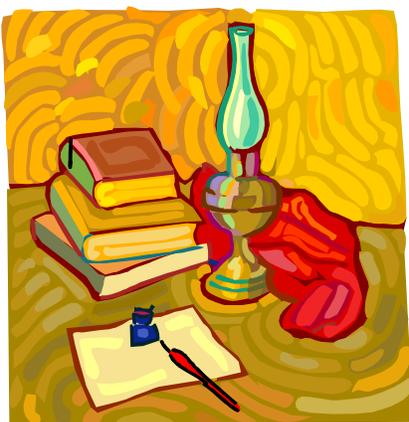
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Abstract

Candidacy exams are a fundamental aspect of the doctoral process. To date, there is very little written about the meaning of candidacy exams within the context of becoming a scholar. Upon review of my reflective journals, I noticed three themes relevant to this experience: Confidence, writing as a tool and support. Thus, it is my hope that these reflections of my candidacy exam experience may benefit others evolving as scholars and start a conversation on the pedagogical implications of this process for neophyte qualitative researchers.

"Mommy," my seven year-old son said to me the morning of my candidacy exam defense, "when you defend yourself today, do you get a sword or do you only get to use your hands and feet?"

As often happens, my child's seemingly simple question stops me mid-thought. I am struck by the profound nature of this question. What can I expect? What will this defense look like? I am unsure because, as is my nature, I have done an extensive review of the literature and found a dearth of information on this topic. I also reviewed many anonymous candidacy exams and the variation in the quality and length was startling. And, although I did expect variation across universities and disciplines, I was surprised to find that even professors within the same faculty differed significantly in their interpretations of what the process of candidacy exams might look like. Candidacy exams seem to be an unpredictable individual experiment involving my needs as a student, the expectations of my



supervisor and the entangled norms of my profession and university.

In other programs, how candidacy exams are structured ranges from students having a few hours to write their papers (after intensive preparation) to situations in which there is no time limit (stretching out to months or years). Most programs are somewhere in the middle.

In my program, candidacy exams represent two written papers (approximately 25-30 pages), one focused on the substantive area of the interest and the other on a chosen research methodology. I was allowed four weeks of writing to produce these papers with an oral defense one month after submission. I was afforded some flexibility to allow for childcare issues and, although this was essential to my success, it raised interesting questions about the standards of the candidacy process regarding what was 'equitable' versus 'equal' in discussions with others.

In the end, this format suited my learning style well. Still, I felt great anticipatory anxiety in the months preceding the exams, mostly due to the 'mystery' surrounding the process and compounded by the looks of pity and concern I received from other students and faculty when I asked about candidacy exam experiences (reminiscent of being pregnant and hearing birthing horror stories).

During the lonely process of my exams, I was surprised to experience intense feelings. At this point in the program, I was used to writing papers. Although I did feel



pressure to produce a top quality paper despite my struggle with writing, most of my introspection was centred not on my professional aptitude but my sense of being able to actually complete these exams. My angst over candidacy exams was exacerbated when I realized that this was the "only real test" I would encounter in my doctoral program. All the other components (e.g. coursework, proposal, collecting data, writing) I knew I could achieve with enough time, money and perseverance.

Candidacy exams, however, are a pass/fail affair and there exists a limit on the number of attempts one has to achieve this. Underlying all of this was a sort of epistemological panic on my part (Bateson & Bateson, 1987), perhaps partly due to the intense focus on the product of writing rather than the process (Colyar, 2009). Indeed, successful candidacy exams represent a critical marker in the development of my identity as a scholar. Prompted by my son's question, I began to review my notes and journals about what this aspect of my doctoral process meant to me.

A 'candidate' is "one who seeks or aspires to a privilege or position of honour" and "one who is thought likely to be worthy of a privilege or position of honour" (OED, 2009). In reviewing my journals of my experience of the candidacy exam process, I noted it contained many entries questioning my worthiness of being considered a scholar. Through further reflection on my journal entries, I identify three main themes: Confidence; writing as a tool; and support. Thus, it is my hope that my personal and professional reflections of my candidacy exam

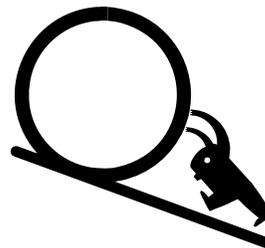
DOCTORAL STUDENT PERSPECTIVE

Candidacy Exams...(continued)

experience may benefit others evolving as scholars and start a conversation concerning the pedagogical implications of this process in current Canadian graduate curriculum.

My confidence in my ability to achieve success with my candidacy exams contained elements of the social capital I had brought to my program. The nagging feeling of “never be[ing] ready” or feeling like “I am so behind” plagued me. Some of this stems from growing up in a low socio-economic household, where I had few role models of how to negotiate with those in positions of power and, indeed, the sense that I am even entitled to do so. This was not so apparent in my professional positions, as I have great confidence in my ability “to do.” However, this tendency became highlighted in situations as a student where I have little confidence in my ability “to know.” Candidacy exams seemed the ultimate test of my ability “to know.” Part of my angst stems from my feelings of being “reconstituted” as a professional. This makes sense in light of Colyar’s (2009) statement that “writing shapes and forms the world as we construct meanings” (p. 427). As a result, I felt (feel) I was (am) being re/formed and re/shaped and it is very disconcerting. In addition, I carried with me a certain reverence for those in academia (whom I often referred to as those “who just know”) that made it difficult for me to see myself as their peer or colleague. The idea that my past life experiences contributed to my confidence in being a successful student is hardly novel. I take it into account with undergraduate students yet did not recognize the importance of this for myself in significant educational transitions such as doctoral student to doctoral candidate.

Throughout this transition, it is also apparent that I experienced a great deal of “struggle”, both in my writing and within my self. I feel a tremendous “struggle” when I am writing academic papers. Interestingly, this academic struggle is not a central theme in my journal. A clue to this is that six months after my candidacy exams, one entry states what a relief it is to finally come to a place where I “write to try to get across what I want to say [rather than] writing in fear of being judged.” The big struggle during my candidacy exams then, was my struggle with my self. Part of it was about self-discipline and recognizing areas where I was undermining myself. Most significantly though, was the realization that “questions of methodology” and “methodological considerations... are really ontological.” That is, I was filled with questions and anxiety about: “Who am I as a knower?” “How do I want to be a researcher?” “How do I want to be with my students/patients/colleagues?” “What am I going to give up or



set aside to be how I want to be as a nurse/professor/mother?” Instead of issue of methods, these are the questions that kept me up at night. Writing helped me make sense of all this and, as a “means of self understanding”, this is crucial to my future scholarly endeavours (Colyar, 2009, p. 432).

The second theme I identified, and not emphasized enough throughout my graduate work, was that of writing. Just writing. As Colyar (2009) explains, there is a silence around the writing process, and this seems to be particularly true of candidacy exams. It is as if the “writing process”, such as that I intensely experienced during my candidacy exams, “is a hurdle to overcome rather than a developmental activity” (p. 432). Before my candidacy exams, I thought I needed to have carefully crafted ideas (i.e. “big thoughts”) clearly laid out “in my head” before I could put them on paper and write. Surely, I thought, this is how the scholars I admire write.

Quite to the contrary: I eventually learned that I needed to “write to think...not think to write.” As Colyar states, “there is a connection between writing and thinking” and this is important because it helps us become better researchers and scholars. My journals have helped me identify my own taken-for-granted patterns of thought (including obsessing about perceived inadequacies). My journal has helped me identify patterns of and in my thinking and learning: That is, as Bateson & Bateson (1987) has assisted me to see, how I am learning to “think about thinking.” In addition, as Colyar points out, “our written texts often expose our thinking processes” (p. 429). My journal was equally as valuable as my candidacy exams in forming my ideas for my proposal. In the context of preparing for my candidacy exams, I lost sight of the passions and key areas of interest I started with. I was surprised (yet shouldn’t be) to find that I repeatedly returned to such ideas as poststructuralism, feminism and history in my journal. Thus, my process of journaling proved to be an important pedagogical tool (McAlpine & Jazvac-Martek, 2008). This helped me recognize elements of a dissertation that will sustain my interest and directed me to further courses that would prove invaluable to a deeper understanding of my substantive area. Ultimately, this has led to a very satisfying concert of courses that have complemented my learning style and support my successful outcome.

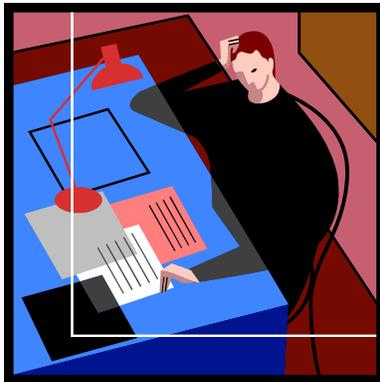
The final theme identified is support. Support is integral to success; however, I was surprised to find that notion of support in my doctoral program was not as simple as I originally thought.



DOCTORAL STUDENT PERSPECTIVE

Candidacy Exams...(continued)

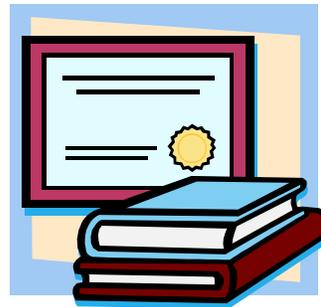
Throughout my journal, I see that I actually received support from five main areas, each contributing equally to my successful candidacy exams. At the beginning of this process, I believed that it would be my supervisor who provided the bulk of that support. Often, I would feel “guilty” or “greedy” for taking “so much of her time” because “she [was] so busy.” Still, my focus was on receiving recognition or approval from that one particular person. Other support that is somewhat obvious is family and financial. Almost every dissertation I have read acknowledges the contribution of the author’s family. However, through my journals, I have a new appreciation for the foundational nature of family support, and now acknowledge it as often as I can (actually increasing the support I receive). This includes the financial sacrifices my husband endures without complaint as well as the tremendous funding I have received from various agencies. Yet there are two other areas of support that largely remained unacknowledged by me yet had a profound impact: peers and other professors. I was surprised to find that my experience is congruent with recent research on the overall experience of doctoral students in which the contributions of peers and other professors is largely overlooked in doctoral education (McAlpine & Jazvac-Martek, 2008).



Collaborating and co-learning with my doctoral student peers was integral to my success. It was important to interact with other doctoral students because master’s or undergraduate students are simply in a different place and space. Often, discussing and debating ideas with professors can be intimidating or can even feel competitive. As a doctoral student, I needed time with my doctoral student peers to debate and discuss ideas openly without fear of “looking stupid.” I have found it very difficult to enter into the overarching nursing academic “conversation” about philosophy and talking with peers seems

a comfortable and accommodating place to start. To this end, I started a writing group with a few peers and found this helpful. That being said, the support of professors, other than my supervisor, was also essential to my success. Having honest and constructive feedback on my written work and oral presentations has proven to be invaluable. Sometimes this feedback was not easy to hear and sounded a bit harsh to my developing scholarly self and “budding scholarly ideas.” While it did, very occasionally, seem these “budding scholarly ideas” were trampled, in retrospect, I see that the growth of such ideas depended equally on feeding and watering as they did on the occasional pruning. Through this, I also came to appreciate that “I am not my candidacy exams!” This writing merely represents a fertile place to grow ideas for my dissertation work. Not only did this form of academic input contribute to my scholarly development, it supported my growing feeling of being worthy and credible as a budding scholar through this transition. The feeling of being connected to, and belonging to, a larger community of learning and scholarship cannot be underestimated.

My successful candidacy exams were not merely the result of my own hard work. I did not integrate the new knowledge I learned in a linear way. My learning, and success, was due to many factors including self-reflection through journaling/writing and recognizing areas in which I need to increase my confidence. This process highlighted “the importance of writing in the research process” (Colyar, 2009, p. 423). Although supervisor, family and financial support were important to my success, other professors and my



peers were equally important. What I needed for ultimate success was to be recognized as part of local nursing academia within the context of a community of scholarship, which has been put forth as an important component of overall doctoral student success (Jazvac-Martek, 2008). And to realize that, ultimately, this is all part of my fieldwork. My research had already begun when I first started thinking about how to approach my candidacy exams. The candidacy exam as a writing process is, itself, a “sort of data collection” (Colyar, p. 423) and evidence of my growing self-knowledge as a scholar. Reflecting on this process will inform my next big transition from doctoral candidate to academic peer (Jazvac-Martek). And, from this point forward, my scholarly development will be guided by the opinion of St. Pierre (2005), who states “...for me, writing is thinking, writing is analysis, writing is indeed a seductive and tangled method of discovery” (p. 967). In the end, or perhaps the beginning, I now know that all I really need is a pen: No swords required.

Lorelei gratefully acknowledges funding from the Social Sciences and Humanities Research Council (SSHRC) Doctoral Fellowship program.

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DOCTORAL STUDENT PERSPECTIVE

Candidacy Exams...(continued)

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CONFERENCE REPORT

Reports from ICOWHI: Cities and Women's Health Global Perspectives Conference, Philadelphia, USA, April 7-10, 2010

Kamila A. Alexander, MSN, MPH, ACRN
Predocctoral Fellow, Center for Health Equity Research
University of Pennsylvania School of Nursing

Introduction

I am Kamila A. Alexander, a Ruth L. Kirschstein Predocctoral Fellow in the Center for Health Equity Research (Research on Vulnerable Women, Children and Families - T32NR007100) at the University of Pennsylvania School of Nursing. I will begin my third year of doctoral studies this fall and have a research interest in understanding how African-American women in emerging adulthood (not involved in higher education) determine the meanings of safe sex in their relationships and how reproductive technologies shape those decisions. I am especially interested in how scientific frameworks for understanding sexuality and decision-making in racialized groups are employed to develop interventions. I am concurrently pursuing a certificate in the study of women, gender, and sexuality from the University of Pennsylvania's Alice Paul Center.

What I Learned From This Conference

I participated as a poster presenter, session attendee, and escort for speaker, Sheela Patel during the conference. I enjoyed the opportunity to learn about innovative programs such as ANSIRH (Advancing New Standards in Reproduc-

tive Health) at the University of California at San Francisco which is advancing healthcare systems research and policy. The multi-disciplinary nature of the space was very apparent and allowed for learning in multiple ways. A group of students and professors from the University of South Carolina Women's Studies program presented papers from a project which is providing insight into the experiences of immigrants interfacing with social challenges associated with living in a new community. I also attended an informative session moderated by Susan Dentzer which discussed refugee experiences and barriers to health.



What Impressed Me

I was most impressed by the solution-oriented nature of the conference. Each session's question and answer sessions were built upon understanding the message from the speakers but also creating action plans to bring to the community.

How I Hope to Influence the Healthcare of Women Now and in the Future

Pursuit of a PhD complements my experiences counseling, testing, and treating clients with HIV/STI-related and pregnancy prevention issues. I plan to contribute to the field of women's health through scholarship, activism, and service to underserved communities of color and sexual minorities. Further, I am committed to inquiry aimed at challenging theoretical and conceptual frameworks which have a traditionally limited dimensional view of these groups within science. I want to influence the healthcare of women by continuing to broaden the meaning of health through explorations of social conditions and their influences on health outcomes.

CONFERENCE REPORT

Reports from ICOWHI...(continued)

Rosemary Frasso and Sara Wiesel Cullen
Doctoral Candidates
University of Pennsylvania's School of Social Policy & Practice



Rosemary Frasso

Introduction

Rosemary Frasso and Sara Wiesel Cullen are doctoral candidates at the University of Pennsylvania's School of Social Policy & Practice.

Both of us are deeply interested in Maternal Child Health. Sara's research focuses on the relationship between maternal mental health and children's health/health care utilization. Rosie is currently working on a project examining the impact of maternal literacy on pediatric health care utilization.

We are both committed to improve access to health and mental health services for women and their children.

What We Learned From This Conference

The ICOWHI conference was a great opportunity to gain a broader understanding of what is being done to improve the health of women around the globe. We both found the poster session particularly helpful as the format allowed us to spend time speaking directly to researchers on



Sara Wiesel Cullen

a variety of disciplines working with and among diverse populations. Having the time to engage with researchers and make contacts with people with whom you share common interests and goals was truly productive.

I, Rosie, spent a great deal of time speaking to Njoki Nganga who was presenting a poster entitled Problem Solving for the Better Health Nursing: Developing the Capacity of Nurses to Improve Quality of Care for Patients Suffering from Obstetric Fistula. The success of this project, based in Niger, hinged upon the coordinators and researchers' ability to educate and empower nurses working with high risk populations. I truly enjoyed learning about the methodology, Problem Solving for the Better Health Nursing™, also known as PSBHN, employed by Ms. Nganga and her colleagues. After speaking to her at length I began to think about ways in which I might employ similar strategies in the work I do in the future.

The international focus of the conference allowed us to think more broadly about the work we are doing and learn about innovative strategies for intervention – placing our research in the context of a global effort focused on improving the health and mental health of women and children.

Linda Maldonado, RN
Doctoral Candidate
Bates Center for the Study of Nursing History
University of Pennsylvania



Linda Maldonado

Introduction

I am currently a rising fourth year doctoral student at the Barbara Bates Center for the Study of the History of Nursing, University of Pennsylvania School of Nursing. My research interests are the social justice and activism movements as they occurred with the women's health movements in Philadelphia, New York City and Columbia, South Carolina during the 1970s to 1990s.

What I Learned From This Conference

I was asked to be a part of a video project for the ICOWHI conference in which I interviewed selected speakers as well as general conference participants. I was able to speak with professionals from not only the medical field but also city planners, a Dutch politician, a scholar from Penn's Department of Landscape and Architecture, as well as Jane Golden, the artistic talent behind the city of Philadelphia's Mural Project.

What I learned simply transformed how I think in terms of women's health. I walked away from the experience learning that it is not just those of us directly involved in the medical profession who impact women's health. Women's health depends on a safely constructed city that is woman friendly. I learned that a "woman-friendly" city is one that has bicycle lanes in all areas of the city, well lit sidewalks and architecture that facilitates the safety of women and children. I learned how mural art can be transformational to the health of women, especially in parts of the city that are impoverished.

What Impressed Me

I was most impressed with the experiences and years of faithfulness to the cause of women's health each speaker brought with them. Speakers such as Judy Norsigian, Executive Director of Our Bodies Ourselves, astounded me with the number of years she has dedicated to the cause of women's health. Dutch Politician, Varina Tjon-A-Ten, shared her passion of advocacy for women, children, immigrants and the disabled while holding a political office. Ultimately, I learned from these influential women's health advocates that women's health requires an enduring approach as well as an ability to adapt and change depending on the socio-political context in which it is occurring.

CONFERENCE REPORT

Reports from ICOWHI...(continued)

How I Hope to Influence the Healthcare of Women Now and in the Future

As a nurse-historian who is interested in women's health and has worked in obstetrics for over twenty years, I hope to bring the message of women's health across to students of nursing in a new and contemporary fashion. By understanding the collaborative spirit within successful women's health activism, I hope to teach the future students of nursing how they can be successful and enduring change agents.

I also hope to continue my scholarship of women's health activism through a historical lens. I believe it is through history that we may learn from our past: both its success stories and its failures in serving women and children.

Dr. Bridgette M. Brawner
Distinguished Post-doctoral Fellow
University of Pennsylvania School of Nursing

I am currently engaged in a program of research designed to integrate biology and behavior to address health disparities. This was the first ICOWHI Congress I've attended, and I had an opportunity to present a poster on my dissertation research entitled, *Understanding the Context of Heterosexual Relationships among Clinically Depressed African American Adolescent Females*. I also participated in a video interview to discuss my research and my impressions of the conference. One of the things that impacted me the most was that despite the wide range of geographic, ethnic and cultural diversity among attendees, the infectious passion for women's health was a common thread due to similar concerns. Issues faced by urban adolescent females in the United States are very similar to those experienced by their counterparts around the globe. The rainbow tapestry of culture and ideology was energizing as I was amazed to network with scholars from different corners of the world. It was awe inspiring to walk the halls and share ideas with distinguished scholars and agents of change such as Dr. Mamphele Ramphele, Dr. Varina Tjon-A-Ten, and Dr. Judy Norsigian.

The knowledge I gained through attending the plenary and concurrent sessions is invaluable. From discussions of the impact of menses on girl's school attendance, to environmental and geographical barriers to women's health, the speakers and presenters highlighted contemporary health and life experiences faced by urban women. My hope is that my research will contribute to access to standardized sexual health assessment and intervention for disadvantaged populations seeking mental health treatment. Participation in the Congress has inspired me to continue to use research

evidence toward the development of policies and programs that will benefit women across the globe.

Dr. Melissa Gomes
NRSA Post-doctoral Fellow
Family and Community Health

My current research focus centers on the biopsychosocial impact of peer relational aggression victimization, which is a growing concern among urban girls. Attending the sessions on social environment and health confirmed my interest in fostering resilience among adolescent girls victimized by rumors, backstabbing and social isolation. From this conference I learned that empowering young adolescent girls is vital to promoting a healthy society and I will use my research to develop resiliency-based programs and interventions to promote the health of girls at risk for poor health outcomes.

The 18th Congress of the International Council on Women's Health Issues was a tremendous opportunity! It was wonderful to see so many progressive professionals interested in the promotion of health for women like me from all around the globe. It was exciting to take part in the dialogue and solution, surrounding issues related to interpersonal violence, mental health, and evidenced based interventions across geographical boundaries. I was touched by the enthusiasm of experts from a variety of fields especially Judy Norsigian who was so influential to my late adolescent years and indirectly part of my career trajectory. It was through the *Our Bodies Ourselves* book that I became initially interested in women's health issues.



ANNOUNCEMENT



CALL FOR ABSTRACTS

Call for abstracts for conference to be held 2 – 8 May in Malta. Deadline for abstracts is midnight GMT 15 September 2010.

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

FINAL ANNOUNCEMENTS/OTHER



Contribute to the Next Newsletter!

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