Greetings friends and colleagues in INDEN. This issue of the INDEN Newsletter includes a call for submissions for the inaugural International Journal of Nursing Studies-INDEN 2012 award. The award is for a review paper (literature, systematic or methodological) and is designed to encourage and support students to undertake scholarly publication drawn from their doctoral studies (due June 1, 2012). We are honored to partner with this prestigious journal that has played a lead role in disseminating nursing scholarly works internationally.

I am also pleased that this issue of the Newsletter includes the call for applications for the 2012 INDEN-Sigma Theta Tau Postdoctoral Fellowship in Nursing (due May 1, 2012). This fellowship is for recent doctoral graduates from low and middle income countries who are appointed to faculty positions in doctoral programs where they will supervise doctoral student research. Recent reports from nurses in countries developing capacity for nursing doctoral education have revealed that for those who received their doctoral education abroad, returning home to launch their program of research can seem overwhelming. One example of this is described in a qualitative study of 16 Jordanian nurses who obtained their PhD in the UK and found that the most difficult task after graduation was the transition to "autonomous scholarship" (Ali Zeilani, Al-Nawafeh & Evans, 2011, pg 360). The INDEN-Sigma Theta Tau brief postdoctoral fellowship addresses the need for additional guidance during this transition by supporting newly graduated doctoral students with a research mentor in a research-intensive environment. Although the onsite portion of the fellowship is to be no more than three months, it is hoped that the mentor-fellow relationship will continue long-distance and will evolve into a collaborative one over time.

At the recent meeting of the American Association of Colleges of Nursing (AACN) conference on doctoral education, an informal meeting of leaders of doctoral programs at schools of nursing within research-intensive universities was co-sponsored by Johns Hopkins University, the University of Pennsylvania, and The University of Michigan. The focus of our discussion was supporting international students who enroll in our PhD programs. Some universities had endowments that provide scholarship support while others provided teaching assistant (TA) opportunities. Still others gave priority to those students whose governments funded their doctoral studies. Many talked about the importance of providing support to students in developing proficiency in English through formal coursework, planned intensive social interactions or both. Next year, INDEN will seek to sponsor a symposium on this topic at the AACN Doctoral Conference to further advance discussion on ways to support nursing doctoral education for students from outside the U.S. Countries such as the U.K. and Australia who also have a long history of educating international students in doctoral nursing programs may have additional strategies to share.

Finally, we are honored to feature in this issue of the INDEN Newsletter, an editorial of Dr. Shake Ketefian, one of the founders of INDEN. She raises an important question as to whether INDEN which was founded to promote the research doctorate in nursing should now expand its mission to include the professional or practice doctorate. The INDEN Board plans to survey the members on this topic and others that address our vision for the future of our organization. Look for our survey in the near future.

Warmest Regards,
Marie T. Nolan, PhD, RN
President, INDEN and Professor and Chair
Department of Acute and Chronic Care
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Greetings from the Editorial Team

Dear INDEN Members,

Recently we, the editors of INDEN Newsletter, had a Skype conference meeting with INDEN President Professor Marie T Nolan and INDEN Newsletter co-ordinator and Executive Director Ms Jiayun Xu. One outcome of the discussion was to continue to have themed issues. Therefore, we will soon announce the further themes for forthcoming editions of the Newsletter. At the meeting, we strongly felt that our newsletter remains as an excellent platform for faculty and students to write about their research and experiences and innovations in doctoral education. Therefore, we urge especially faculty to encourage and support their students to write for our Newsletter.

In this issue, we are publishing a few interesting papers. Professor Shake Ketefian has written a commentary on recent developments in doctoral education in nursing in USA focusing on the Doctorate of Nursing Practice (DNP). She discusses some of issues related to a practice doctorate for INDEN. In her commentary she also emphasises the importance of maintaining the purpose of distinctive pathways in doctoral education in nursing. We are also publishing Dr Patricia Pother’s paper on NEXus, a collaborative network for sharing resources to provide high quality distance-accessible courses to doctoral students in members of the network in USA. We welcome similar commentaries and feedback from our global doctoral educators on such developments, issues and opportunities related to doctoral education in nursing and practice doctorates. Doctoral students from the University of Pennsylvania have submitted papers describing their experiences. Again, we would like to receive more papers from the students and our international readership.

The theme for the next Newsletter will be “Issues and strategies related to publishing after doctoral studies in nursing”. We welcome commentaries, short reports or experiences from scholars both from post-doctoral and also new doctoral graduates.

The next issues of the INDEN newsletter will be published in July and December 2012. The deadlines for submission are: 1st June and 2nd November 2012. Please remember that the author’s guidelines are available on the INDEN website.

With best regards,
The Editorial Team

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A Commentary on INDEN and the DNP

By Shaké Ketefian, Professor Emerita
University of Michigan School of Nursing

At a recent doctoral education conference in the U.S. held by the American Association of Colleges of Nursing (AACN) I heard some discussion as to whether INDEN membership should be open to those involved in the new degree being offered in the U.S., titled Doctor of Nursing Practice (DNP). In this commentary I share a few reflections regarding this issue.

First, a few facts on the DNP for those who may not be familiar with it. The DNP was conceived and introduced within the past decade by the AACN as the highest degree in nursing practice, to be equivalent to the MD in medicine, as a professional degree rather than a scholarly/research degree (the PhD). In the US, professional degrees are typically awarded by the schools/faculties, while the PhD as the scholarly degree is awarded by the university’s graduate school, regardless of the discipline of interest.
In conceiving this new practice-focused degree, the AACN expressed the view that advanced practice nursing degrees currently offered at the master’s level would be replaced by the DNP by 2015. It is not known if this aspiration will come to pass and how the various institutions will deal with the transition.

The development and rapid increase in DNP programs in the past decade has been phenomenal. A total of 192* institutions offer the DNP, while 76 others offer both the DNP and the PhD. A further breakdown reveals the following:

- 105 schools offer the DNP only, by “comprehensive”** institutions
- 11 schools offer the DNP only, by research-focused institutions
- 76 schools offer both the DNP and the PhD, the majority being research-focused

For the PhD degree, the total is 117* institutions; the breakdown is as follows:

- 41 schools offer only the PhD
- 76 schools offer both the PhD and DNP, the majority are research-focused

[four institutions offer other degrees: EdD, DNS, etc]

It is of note that the 117 PhD programs developed over 79 years, since the initial doctorates began at Columbia University and New York University in 1933-34; compare this to only the 10 years during which the DNP programs developed. While the number of PhD programs has increased over the years—albeit at a slower pace than the DNP—national data show that despite this, the total number of graduates has not increased commensurately; in my view, this contributes further to the nursing faculty shortage, which is currently being compounded by the large bolus of faculty who are of retirement age and are leaving the workforce. To my knowledge, there has been no national effort to determine why this phenomenon is the case, as a first step toward addressing the matter.

Despite its conception as the ultimate degree offered for practice expertise, in institutions where the DNP degree is offered two developments are noted which are disconcerting: (1) Parts of the DNP and the PhD are commonly shared and offered to students enrolled in both programs; thus, the students intermingle, and get socialized together. This is noted in some institutions that offer both degrees, and is justified on the basis that it is efficient from the standpoint of faculty use; (2) many institutions are now looking to DNP graduates as a quick way of replacing their retiring faculty ranks. To complicate this further, some institutions are offering—or planning to offer—education modules to their DNP students so they can be prepared to function as educators. These new developments deviate from the strong arguments made during the conception of the DNP, that the DNP is a professional practice degree. Furthermore, DNP graduates who function as educators can create manpower shortages in the advanced practice nursing ranks. They also can create confusion in faculty groups in the future, where PhD and DNP graduates serve together, opening the possibility of two-tier systems.

These two degrees are not and should not be interchangeable, and each needs to have, and to maintain, its distinctive character. Clear paths need to be developed to facilitate the ongoing professional development of the graduates of each degree.

The INDEN was developed expressly for those in research-focused doctoral programs, offered with different titles around the world. The programming that has evolved for INDEN members revolves around research, its facilitation, mentoring and socialization of students, how to enhance the educational process and research competency of students, faculty, and the like.

The profession needs to develop appropriate paths for the professional and ongoing development of DNP graduates as it has for PhD graduates, so that DNP graduates can continue to grow and advance their practice expertise to best serve their patients. Joining INDEN will not meet the practice needs of DNP students, graduates or their faculties, and changing the current research focus of INDEN activities and mission will dilute what INDEN does best.

A footnote for our international members of INDEN: no doubt many of our members have heard of the DNP and are curious about what is entailed. I would emphasize that as a prerequisite, countries need to have in place a strong, and well accepted advanced practice history before the DNP can be contemplated. Secondly, they might consider the current experience of the US as being a “laboratory” for the DNP; it is possible to learn from the U.S. experience, so that positives that emerge can be adopted and negatives can be avoided. But the process will take time.
Ultimately, no degree or educational innovation can be transplanted into a new country without thoughtful evaluation and assessment of the foundations on which it is built, compatibility with the cultural norms that prevail, resource requirements and other relevant considerations.

No doubt in the near future the INDEN members and Board will be asked to decide on this issue, I urge others to express their views as well.

*The numbers given here refer to institutions; these numbers may not be exact, due to different ways of counting “collaborative” doctoral programs and others errors.

**“Comprehensive” institutions are those that are primarily teaching-oriented with some research emphasis; typically the highest degree they offer is the master’s. However, over the years a number of such institutions have been offering PhD degrees in nursing. With the DNP, many comprehensive institutions became involved in offering this practice-based degree.

The Role of the Doctoral Student Organization: University of Pennsylvania’s Example

Maxim Topaz MA, RN Fulbright Fellow and Justine S. Sefcik MS,RN, Jonas Hartford Scholar

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The year 2012 is a significant one for the University of Pennsylvania’s (Penn) School of Nursing (SON) as it celebrates the school’s 125th anniversary. The doctoral program was launched in 1978 and over 300 doctoral alumni have graduated from the program during the last three decades. On average, each student cohort consists of 10-15 doctoral students and about 60 students are enrolled at any given time. Currently, all the full time doctoral students are funded for 3 academic years and the average time to graduation stands at about 4.5 years. The diverse student body consists of about 20% of international students from around the world including South Korea, Lebanon, Israel, China, and Venezuela. The mission of the PhD program is to prepare “nurse scientists for successful careers, particularly in research intensive environments” (Penn, 2012).

Traditionally, doctoral students are represented by the Doctoral Student Organization (DSO). We have the privilege of being the elected Co-Presidents of the DSO at Penn’s SON for the 2011-2012 academic year. In this article we aim to describe the structure of our DSO at Penn, our current experiences and thoughts about future directions for doctoral student organizations. As Co-Presidents of the DSO, we represent 62 doctoral student peers at the SON and work closely with dedicated faculty to meet the needs of our student body. We strive to foster a sense of community among all nursing doctoral students, and to optimize the students’ experiences with the program. As soon as students are enrolled in the doctoral program at the SON, they automatically become members of the DSO. The goals of the DSO are to support and encourage students through engagement in professional and social endeavors and to enhance educational experiences while promoting integrity of character, leadership, and organizational skills.

Annually new DSO board members are elected into their positions. These positions include the president/s, treasurer, secretary, and social chair. We also have a doctoral lab coordinator who assists in managing the doctoral student computer space and a Doc-Post Editor who manages an annual student newsletter. The voting process for new board members is conducted anonymously through an online survey. Each doctoral student at the SON has the ability to vote and candidates are nominated for a position by either a peer or a self-nomination. The position is awarded to the candidate who acquires the largest number of votes. Mentorship is provided from the previous board members to the newly elected students.
The Graduate Group in Nursing Chair (one of the standing faculty members) serves as a faculty advisor for the DSO. Traditionally, the DSO board consists mostly of the second year doctoral students. These students spend a significant amount of their time on-campus because of the required course work and they are well accustomed to Penn’s academic and social environments. The DSO has an annual budget that it obtains from the larger Penn student government, the Graduate and Professional Student Assembly. The majority of these funds go toward scholarly activities and networking events.

During our term as Co-Presidents of the DSO we have facilitated several exciting events at the SON and are in the planning stages for many others. We began the semester with a Wine and Cheese Reception for all doctoral students with the Directors of our seven research centers (for example the Hartford Center of Geriatric Nursing Excellence/Center for Integrated Science in Aging or the Center for Health Equity Research). The students had an opportunity to hear the Center Directors talk about what activities the centers and faculty were engaging in and how students could join the center if they were interested. We also hosted an annual interdisciplinary happy hour networking event in our SON which was open to all graduate and professional students at Penn. For us, one of the most memorable events that highlighted the last semester was the DSO meeting with Dr. R. Horton, the Editor in Chief of The Lancet, generously hosted by the Dean of the SON, Dr. A. I. Meleis. During this event, doctoral students had an opportunity to share their thoughts and ask questions in an informal and open atmosphere. This event emphasized the goals of the DSO to promote students’ engagement in professional and social endeavors.

For our second semester as Co-Presidents of the DSO, we are currently planning several scholarly events in conjunction with our peers. The first event we are planning is the annual Research Colloquium which highlights doctoral student research through a students’ poster session. In the spirit of the School’s 125th anniversary, we are also planning a second poster session which will be held during the Schools’ 125th Anniversary Celebration Event. We are also developing workshops for doctoral students to learn how to be efficient at reviewing manuscripts for professional journals. An additional endeavor we have been working on is the development of a new Penn SON Doctoral Student Journal. This peer-reviewed journal will allow doctoral students an opportunity to publish papers that students have worked on during their time in the doctoral program, which do not necessarily fit with the mission of other current mainstream journals. This journal will also aid in training students on editorial and administrative tasks associated with the journal’s publication. Furthermore, as we will be concluding our position at the end of the semester, we are looking forward to mentoring the next DSO board and the incoming doctoral students.

As we reflect on our experiences both as students and as DSO Co-Presidents, we realize how important this organization has been to us during our doctoral program. As brand new students entering the program we were assigned student mentors to support us in our transition. The DSO has also offered us many opportunities to network and collaborate closely with students from around the world who are also in our program.

Looking into the future, the DSO has to recognize and adjust to the “winds of change” in healthcare education and practice. Several recent reports suggested significant changes in the education of healthcare professionals in the new millennia (Frenk et al., 2010; IOM, 2010). According to these reports, healthcare educators, researchers and practitioners should pay more attention to breaking professional boundaries and increasing interdisciplinary collaborations; facilitating global connections between healthcare teams; and improving local understandings of the population-centered healthcare needs. To address some of these challenges, the DSO and similar student bodies should serve as a connecting link in the chain of global collaboration between healthcare professionals. To accomplish this, doctoral students should engage in an open, interdisciplinary and intercultural dialogs facilitated by the modern information technologies and internet. Leaders and members of Doctoral Students Organizations should strive to create effective partnerships strengthening the ability of the global nurses to sound their voices. In turn, educators working with doctoral students should create educational incentives (for example interdisciplinary courses or international seminars) to promote these collaborations and help their students in creating long-term bonds with their peers. To conclude with, we think that the dynamic nature of Doctoral Student Organizations enables them to serve as an agent of change in the constantly evolving healthcare environments.

References
Last year I had the great privilege of spending 10 months in Santiago Atitlan, Guatemala. This highland, indigenous town of 45,000 Maya is home to a lively culture, breathtaking landscape, a wonderful community, and a small non-profit hospital. Hospitalito Atitlan was created to improve healthcare access for the T’zutjil where there was none—due to language and transportation barriers. Tragically, shortly after it opened its doors the mudslides of Hurricane Stan destroyed the building along with hundreds of lives. The hospital responded immediately by creating an emergency, temporary site to provide care. Soon, they launched a campaign to build a new, permanent hospital in this community. Hospitalito Atitlan has been tremendously successful in obtaining funding for construction of a new hospital in the wake of this tragic disaster. Finding funders and sources of income to support the operations of the hospital, however, and to keep its doors open has been a much more difficult. This is not a unique story.

My relationship with Hospitalito Atitlan began when I first arrived in Guatemala several years ago. I spent one summer doing field research as a PhD student at the University of Pennsylvania. Penn had created the Guatemala Health Initiative right before Hurricane Stan and has been introducing students to this wonderful community and hospital ever since. When I was able to live and work in the community for 10 months, the hospital asked me to take on the role of development manager. They were in the midst of their capital campaign, trying to raise the remaining funds to finish construction of their permanent hospital. I agreed to take the position, if I could help change the focus towards becoming self-sustaining. I spent many months learning what had been attempted, what was working, and what was not. My assessment did not necessarily focus on needs, but on strengths. I asked myself: What does this organization do well that it can use to bring in revenue? Well, it has location, space, a welcoming community, and tremendous human capital.

Students, faculty, and universities have formed relationships with the hospital—and more try to all the time. As a student myself, I feel that the time I have spent in Santiago Atitlan and at Hospitalito Atitlan has been the most fruitful of my student career. I have learned so much for this community, this organization, and the people associated with it. I decided to try to use this strength to create a system where the hospital could support itself. So, I have been crafting a series of educational programs that the hospital can offer to students, providers and travelers, as a major revenue generator.

I spent this last summer back at Hospitalito Atitlan refining and piloting this idea. A fellow Penn grad, Mike Harvey, MPH, has taken over my position as development manager. Now, we are piloting different course material, including local community members as lecturers and language instructors as well as tapping into the volunteer community that has a constant presence in this area. We are creating several different programs of study including a 10 day medical Spanish and cross-cultural working experience, tropical medicine conferences for physicians and full summer immersion programs for students. These programs have the potential to generate all of the operational budget needed for the hospital (which we are pretty sure the participants will like!) as well as create opportunities for community members to share their information and gain experience.

As construction of this new hospital comes to a close, they are now faced with the ultimate challenge of providing high quality, affordable care in an impoverished community. I hope to use the strengths of the hospital and community in creative ways to help with this admirable goal.
This past May 2011, I was fortunate to be a part of a group of doctoral nursing students who traveled to Malta to present research findings from our dissertations. Malta is a tiny island just south of Sicily set in the Mediterranean Sea. Prior to this meeting, I’m not sure I ever knew of the island’s existence. It was one of the many new facts and ideas that I learned while I was over there. INDEN held its meeting after the quadrennial conference of the International Council of Nurses, which drew thousands of nurses from around the world. The INDEN conference was much more intimate and focused on graduate education of doctoral students in nursing and the challenges of integrating international education into programs. Bringing together international faculty and international doctoral students proved to encourage fruitful conversation about the present issues in doctoral programs from around the world. During the course of the conference, we as doctoral students were encouraged to engage with the faculty about our work. Dr. Redman and the rest of the faculty went out of their way to include the doctoral students in discussions, participating in committees and contributing to each other’s work. We displayed our posters in the University of Malta, which was just adjacent to the hospital. During the breaks, the doctoral students presented their posters and discussed their work. The interest generated in my work gave me a different perspective on my approach to my question and gave me new ideas on how to focus future research. Our hosts from Malta took us on a tour of Mater Dei Hospital and showed us the various labs used for enhanced teaching for the nursing students in simulated medical situations. They had an extensive simulation lab for all the students to learn in, not just limited to nursing. It was great to see various future healthcare colleagues integrating at such an early stage in their careers. After the conference was done, faculty from INDEN organized a dissertation writing workshop so we could work through some of our writing blocks and help encourage each other through the different stages of work. The entire conference was extremely well organized and provided the invaluable opportunity to meet and interact with colleagues from all parts of the world. On this tiny little island, tremendous experiences occurred in the exchange of knowledge and insights and with friendships that were made. After the entire conference, a bunch of us toured the island, went shopping and ate in restaurants lining the Mediterranean Sea. The atmosphere was laid back and refreshing, which was a huge respite from the everyday grind of working on the dissertation.

**Penn Nursing Grant to Create New Generation of Nurse Scientists**

By Jennifer Baldino,
Associate Director, Marketing and Communications
University of Pennsylvania School of Nursing

The Rita and Alex Hillman Foundation has awarded a grant to the University of Pennsylvania School of Nursing to establish the Hillman Scholars Program in Nursing Innovation.

The Hillman Scholars Program in Nursing Innovation sets selected nursing students on a rapid, well-supported educational trajectory, from student to researcher in seven years. The program is designed to produce a unique cadre of nurse scholars to develop and implement healthcare innovations to improve patient care.

This fall, Penn Nursing welcomed the first cohort of Hillman Scholars in Nursing Innovation. The scholars are academically talented traditional and second-degree BSN students planning careers as nurse leaders and researchers, and who can commit to a streamlined BSN-to-PhD pathway.

“The program will prepare young scholars as premier researchers and integrate them into a broad community of researchers at Penn Nursing, throughout the University, and in the world,” said Terry Richmond, PhD, CRNP, who directs the program at Penn Nursing. “The goal is for these students to become innovative nurse leaders who will have a significant impact on nursing, healthcare, and the health of society.”
"The program will prepare young scholars as premier researchers and integrate them into a broad community of researchers at Penn Nursing, throughout the University, and in the world," said Terry Richmond, PhD, CRNP, who directs the program at Penn Nursing. "The goal is for these students to become innovative nurse leaders who will have a significant impact on nursing, healthcare, and the health of society."

The program’s diverse and demanding educational experience incorporates interdisciplinary education with research career development and guidance starting at the undergraduate level. Students work closely with faculty mentors and collaborate with established research teams in Penn Nursing’s research centers.

"Close mentorship and integration with active research teams is essential, particularly while our scholars are completing their undergraduate degree work," said Dr. Richmond. "This is a cornerstone of the program. Our scholars will be immersed in relevant research, meet regularly with their mentors, and participate research colloquia, meetings, and research activities as guided by their mentors."

Graduates of the Hillman Scholars Program in Nursing Innovation are expected to integrate nursing knowledge within broad social, economic, and political contexts to influence scientific research and healthcare policy and practice.

"I truly believe the Hillman Scholars Program in Nursing Innovation is a once-in-a-lifetime opportunity that will help propel me into the field of nursing and enhance my clinical practice," said first-year Hillman scholar Kaori Sakanashi. "It will allow me to learn more about nursing in general, and my fields of interest in particular. I am given the opportunity to work with and learn from leaders in the field and participate in the advancement of knowledge with the tools to make a profound impact."

The first cohort of Hillman Scholars in Nursing Innovation and their research interests are:
- Kaitlin Best, critically ill children
- Whitney Eriksen, cognitive dysfunction and autism
- Hayley Germack, health of immigrant populations
- Linda Kang, health policy and the nursing workforce
- Kaori Sakanashi, vulnerable non-English-speaking immigrants.

The Rita and Alex Hillman Foundation is a New York-based philanthropy dedicated to improving the lives of patients and their families through nurse-led innovation.

From the University of Pennsylvania School of Nursing

We are energized by the dedication, vision, and emerging scholarship of our visiting and matriculated doctoral students in nursing who bring the world to us. In this issue of INDEH, we feature reflections of three visiting international students and one matriculated student on their doctoral experiences at Penn Nursing.

Marjorie Muecke, PhD, RN
Adjunct Professor and Assistant Dean, Global Health Affairs

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Benjamas Thussanasupap, BSN, MSN

U Penn SoN Mentor: Diane Spatz, PhD, RN-BC, FAAN, Associate Professor of Health Care of Women and Childbearing Nursing and Helen M. Shearer Term Associate Professor of Nutrition
Time at Penn: July 2011 – January 2012
Home University: Mahidol University, Thailand
Home University Advisors: Dr. Punyarat Lapvongwatana, Assistant Professor, Faculty of Nursing, Mahidol University, Bangkok, Thailand
I am Ben, Benjamas Thussanasupap, a doctoral student from Mahidol University, Thailand, where I am also a lecturer, and a breastfeeding researcher. I am studying at the School of Nursing, University of Pennsylvania as a Visiting Scholar for 6 months in order to develop my dissertation proposal and pursue my passion for breastfeeding research. The six months life at Penn has completely changed my life. Several people ask me “Why Penn?” The answer is... I am here because I dreamed to study with my HERO - “Professor Dr.Diane Spatz”. I have followed Dr.Spatz’s articles for several years - all her articles, in whatever journal, she is a fabulous author! ...Since August 1st 2011...Dr.Spatz has planted this little seed (me) in the Penn community. She has gently and gradually dropped ambrosia water on me. This kind of water has benefits as “human milk” - high comprehensive nutrition and rich in immunization power. With such comprehensive nutrition, I have grown up very fast and strong! With rich of vaccination, I am protected from ‘discouragement’ germs - by her great empowerment and encouragement. During the six months, each day passed very fast and was noteworthy! Dr.Spatz has fully filled and transformed me in all dimensions – nursing education, nursing research, nursing practice, and leadership. She does not help me only with my dissertation proposal.

Nursing education: I have learned her teaching styles and techniques. Someone told me that “She doesn’t treat her students as mere undergraduates but as future practitioners and future researchers. This sets the tone for the class and raises the bar for the students.” This is the truth! I studied in her course “NURS 361 Case Study: Breastfeeding and Human Lactation” at UPenn, the breastfeeding courses at the Children’s Hospital of Philadelphia (CHOP), and attended several conferences at which she was a speaker. Every one of Dr. Spatz’s class had rich information, and the latest research! She gently integrated the art of nursing care and independent roles of the nurse in order to inspire and motivate students and nurses to provide the best breastfeeding care to mothers - infants, and family. She could raise my heart beat in all of the sessions of the classes! Fortunately, I did not get heart attack in the classes.

Nursing research: Aside from helping me develop my dissertation proposal, I shadowed her to attend “the Expert Panel on Breastfeeding” at the 2011 American Academy of Nursing Conference (AAN). I was surrounded by famous authors who published breastfeeding articles in several prestigious journals. No words could explain my feelings! In the elite circle of famous breastfeeding scholars/researchers, I learned their past-present-future research; the way that they brainstormed and crystallized the ideas; and unpublished stories in the published articles. No camera could take pictures of this, and no recorder could record their voices as much as captured in my heart and head!

Nursing practice: I shadowed Dr. Spatz, and her lactation consultants at CHOP. Before coming to UPenn, I had never experienced breastfeeding in vulnerable infants. I only had experience with the breastfeeding of well babies. Therefore, this was transforming experience for my interest in breastfeeding that I am taking back to Thailand.

Leadership model: I followed Dr. Spatz to a meeting of the US Breastfeeding Committee Meeting (USBC). In the meeting, her leadership shined brighter than any spotlight. I am transforming myself under her leadership. I will now be able to attend the 16th Annual International Meeting of the Academy of Breastfeeding Medicine (ABM) because I earned the highest amount of scholarship for leadership and research potential from ABM. In addition, Dr.Spatz kindly invited me to be her guest speaker at the 8th Annual Regional Breast Milk Assembly to talk about breastfeeding in Thailand. Dr.Spatz has awakened my leadership competency.

My experience at Penn with Dr. Spatz has empowered me to be involved nationally with breastfeeding promotion in my country. While studying at UPenn, I developed a breastfeeding knowledge sharing network with people who have been influential in the breastfeeding movement in Thailand. In consequence of this activity, I have been invited to speak at the Interhospital Conference in Bangkok next month, talking about “The use of human milk in the US: How it can be applied in Thailand.” The audience will be physicians and nurses from hospitals across the country. At this conference, I will be able to transfer the US breastfeeding knowledge, to the persons who directly provide breastfeeding care to mothers-infants in Thailand.

In conclusion, my successes here have paved the way for my breastfeeding research career in Thailand as well as in the international research arena in the future. I could not get these great opportunities, if I had not studied here with Dr.Spatz. She gives me a birth to scholarly world! One sentence for the end of this story is “Penn Nursing Science - Care to Change the World” this statement is the truth!
Howieda Fouly, PhD (Cand)

U Penn SoN Mentor: Marilyn Stringer, PhD, CRNP, RDMS, FAAN, Professor of Women’s Health Nursing,
Time at Penn: February 2008 – August 2011
Home University: Assiut University
Home University Advisors: Dr. Atef Mohammed Darwish; Professor of Obstetrics & Gynecology, Faculty of Medicine, Assiut University; Dr. Sahar Nagieb Mohammed, Assistant Professor of Obstetrics & Gynecology, Faculty of Nursing, Assiut University; Dr. Mohammed Galal Mustafa, Assistant Professor of Pathology, Faculty of Nursing, Assiut University, and Dr. Dalal Mohammed Khalil Eshra, Faculty of Nursing, Monofia University, Egypt

In 2008, Howieda Fouly, faculty and doctoral student at Assiut University was the recipient of the prestigious and highly competitive Channel Scholarship awarded by the Egyptian Culture and Educational Bureau. This scholarship fosters international collaboration with future Egyptian leaders. For the past 3 ½ years, Dr. Marilyn Stringer has served as her supervisor on a project entitled Nursing’s Role with cervical cancer screening in Egypt. Most recently, Dr. Stringer traveled to Egypt for Howieda’s dissertation defense and with her doctoral committee submitted her study findings for publication. While in Assiut, Dr. Stringer mentored nursing faculty for research capacity building and gave train-the-trainer sessions on ultrasonic fetal assessment. She will continue to work with the research cervical cancer study team on a proposed study that builds on Howieda’s work.

Panicha Boonsawad, BSN, MSN

U Penn SoN Mentor: Marjorie A Muecke, PhD, RN, FAAN, Assistant Dean for Global Health Affairs; Associate Director, WHO Collaborating Center for Nursing & Midwifery Leadership; Adjunct Professor Nursing
Time at Penn: September 2011 – May 2012
Home University: Faculty of Nursing, Chiang Mai University, Chiang Mai, Thailand
Home University Advisors: Dr. Chawapornpan Chanprasit, Associate Professor, Faculty of Nursing, Chiang Mai University; Dr. Warunee Fongkaew, Associate Professor, Faculty of Nursing, Chiang Mai University; Dr. Paradee Nanasilp, Faculty of Nursing, Chiang Mai University, Thailand

I was determined to study at UPenn, because the School of Nursing’s program on health promotion among the elderly offered the best resources that fit with my study goal. I believed that the academic experts here could advance my understanding of ethnographic study and expand my world view in terms of proactive nursing care among the elderly. At UPenn, I am exploring across disciplines such as nursing, anthropology, and education.

Before I came to UPenn, I had a wonderful opportunity to meet Dr. Marjorie Muecke at Chiang Mai University. At that time my entire dissertation committee and I met with Dr. Muecke to discuss my research proposal. Consequently, we had consensus on the direction of my doctoral study. The UPenn program fosters the deepest and broadest education in advanced nursing sciences. In addition, Dr. Muecke is a great academic model in anthropological nursing. She does not solely pass on her expert’s knowledge (wisdom), her mentorship also encompasses her love, inspiration, encouragement and kind regards to me.

While at UPenn, I have been a participant observer taking field notes at the LIFE (Living Independently For Elderly) program once a week, meeting with Dr. Muecke to discuss my conceptual framework, research design, and methodology once a week, and taking classes in anthropology on feminist ethnography and grant writing. This semester I am at the Graduate School of Education taking a course on ethnographic research methods and in the School of Nursing a course on Globalization, Health and Healthcare. There are numerous academic resources that I can access during my visit at UPenn that are helping me (an apprentice ethnographer) develop my anthropology soul and competency in ethnographic methodology. In addition, Dr. Muecke is mentoring me in leadership.
Because of the ease of access to resources or experts both within school of nursing and across schools at UPenn, I have gotten to learn from distinguished professors and make multicultural friends and have participated in academic and non-academic resources that support student life including.

As a Visiting Scholar developing my dissertation proposal, I need to maintain constant effort to keep myself on the right track. In reality, a PhD student’s life is beyond the words that I can express in a few pages. Uncertainty is a feature of the PhD task. Doctoral students need interventions to build ‘resilience’ against the anxieties of uncertainty. It is hard like climbing up the mountain of life, sometimes I have more inspiration or nerve to go to the top of mountain, sometime I want to disappear or give up. How can we keep on study’s direction and still be a normal human? There are diverse strategies that buffer against adversity; for me self-understanding is the best adaptive process to help me be more optimistic. This involves reviewing my lived experiences that demonstrate my ‘scholar’ competence through my cognitive knowledge or transcendence (spiritual) knowledge. Understanding the world through practicing the Buddha’s teaching and meditation helps me lead a more conscious, intellectual, creative and harmonious life. Finally, accessing resources that open my world-view to effective listening and learning from others (family, professor, friend, colleague, monk or person who practices meditation regularly, etc.) is a powerful buffer against uncertainty. I view doctoral study as one part of our life that is as significant and valuable as the other parts. We have to balance this holistic life in harmonious ways.

My career goal is to be a great teacher for nursing students and to be a kind and informed nurse to clients. And I want to continue nurturing the nursing sciences discipline through research. Last but not least, I want to pass on the spirit of serving the public to the next generation: ‘Our Spirit is for the benefit of humankind’.

I would like to express appreciation to my Dissertation Committee at the Faculty of Nursing, Chiang Mai University, Dr. Chawpornpan Chanprasit (Chair), and Dr. Warunee Fongkaew and Dr. Paradee Nanasilp, who established the seed of scholarship in my spirit. Also I am immensely grateful to Dr. Marjorie Muecke who has been consistently supporting and encouraging in this proposal development phase. And to Geri Grosso, Associate Director, Global Health Affairs Office, who is always helpful such as suggesting that I get to know the INDEN world.

Lisa M. Hilmi, MPH, RN

U Penn SoN Mentors: Therese Richmond, PhD, FAAN, CRNP, the Andrea B. Laporte Endowed Term Associate Professor of Nursing and Jianghong Liu, PhD, RN, FAAN, Associate Professor of Nursing

Time at Penn: September 2011 to present

Home University: School of Nursing, University of Pennsylvania

Lisa is studying social determinants of health and health in all policies related to pediatric injury in the USA and internationally. She has 20 years of international experience, working with the United Nations, non-governmental organizations, and foundations, throughout Africa and Asia. Lisa has conducted research and implemented interventions related to emergency preparedness, disaster nursing, conflict, injury surveillance, and empowering women through livelihood opportunities. Lisa practices clinically as a Pediatric Emergency Nurse at Franklin Square Medical Center in Baltimore, Maryland.

She wrote the following about her doctoral studies:

As an alumna of University of Pennsylvania’s School of Nursing’s non-traditional BSN program in the 90’s, it was the obvious choice that I would pursue my doctoral studies at University of Pennsylvania’s School of Nursing. It was important that the SON had a global focus and a mission to make a significant societal impact through the generation and dissemination of new knowledge, development of models of care that define excellent practice, and preparation of future clinicians, scholars, and global leaders of the profession.

There is significant collaboration across schools—nursing, medicine, engineering, business, sociology, education, etc. My doctoral studies incorporate a GIS and geography component, in which I will be able to make use of the Cartographic Modeling Lab at the University of Pennsylvania. The Office of Global Affairs at the SON has international partnerships which are becoming increasingly important as the school expands its research and collaboration.
Dr. Terry Richmond and Dr. Jianghong Liu, in their role as my mentors, offer their vast international and domestic experience in injury, community and pediatric health, as well as connections to colleagues throughout the academic and research community. This provides me with quality doctoral education that makes University of Pennsylvania the #1 Nursing School in the country. (as ranked by US News and World Report 2011)

As the Senior Global Health Ambassador, I assist with Global Health Reflections week, interact with international students and visiting guests, plan activities for undergraduate and graduate students minoring in Global Health, develop an outreach plan with Alumni Affairs for international nursing alumni, and outreach with international organizations and partners. I will be developing a seminar series for students interested in global health on monitoring and evaluation, budgeting, pre-deployment to international locations, and more. Additionally, I reach out to other schools throughout campus to engage others in global health activities with the School of Nursing.

During the Summer 2012, Lisa will be conducting research in Sri Lanka related to injury and health among women and children affected by the civil war in 2009.

For further information, please contact: lhilmi@nursing.upenn.edu

NEXus Academic Doctoral Education Collaborative Continues to Grow
Patricia Pothier, PhD, RN, Loma Linda University and Kathy Magilvy, PhD, RN, FAAN
University of Colorado College of Nursing

Doctoral education is challenged to provide a wide variety of high quality advanced courses to meet individual student needs. This challenge is especially felt by small universities that may not have the faculty size or expertise to support a wide variety of doctoral level courses. As academic budgets shrink, it may not be feasible for many universities to provide advanced courses for small numbers of students. There is also an increasing demand for distance accessible courses both for US residents and international students enrolled in a US doctoral program. Finally, the US has been challenged to double the number of nurses with a doctorate by 2020 as noted in the recent Institute of Medicine recommendation reported in “The Future of Nursing: Leading Change, Advancing Health” (available at http://www.iom.edu/Reports/2010/The-Future-of-Nursing-Leading-Change-Advancing-Health/Recommendations.aspx?page=1).

To address the need for advanced courses that are accessible to doctoral students, nurse faculty leaders in select US universities developed an innovative academic consortium called the Nursing Education Xchange (NEXus). The purpose of NEXus is collaboration in sharing resources to provide high quality distance-accessible courses to students in member doctoral programs. The consortium started in 2004 with four universities and the strong administrative support of the Western Institute of Nursing (WIN). It was initially funded by the US Department of Education’s Fund for the Improvement of Post-Secondary Education (FIPSE). Partially through the support of continued funding from the US Department of Health and Human Services, Health Resources and Services Administration (HRSA) funding, NEXus has grown quickly to now include ten collaborating institutions and one affiliate member institution across the US, and membership is now available to universities with either PhD or Doctor of Nursing Practice (DNP) programs or both. Full collaborating institutions both offer and use courses available, while affiliate member institutions are able to have PhD or DNP students take courses from member schools. Affiliate membership is an excellent way for new schools to join the collaborative, especially if their doctoral programs are new or faculty resources are limited.

The overall goal of NEXus is to address the nursing shortage by educating well-prepared nurse educators through application of distance accessible delivery methods, enabling rural nurses to remain in their home communities and be employed in rural nursing education programs (http://www.winnexus.org/?query=170). NEXus is well described in a brief video that has key nursing leaders, deans, students, and campus and university officials telling the NEXus story in their own words: http://winnexus.org/?query=203
In a nutshell, NEXus does not offer a shared degree; rather each institution awards its own PhD or DNP degree but the students in member institutions can take elective and even some core courses from participating universities while enrolling in the course seamlessly through their own college of nursing with the assistance of their academic advisor. A common price is charged per credit and revenues are split among the student’s home institution, the teaching institution, and the NEXus project office to support the infrastructure of the collaborative. Participating NEXus institutions work closely to work to provide a student-friendly system that makes the collaboration run smoothly both for the student and their home university, and the university providing the course, or the teaching institution. Colleges of Nursing can fill unfilled seats in doctoral courses, increasing capacity for providing excellent doctoral education and students can select appropriate elective courses. Students who are delayed in their program due to illness or other matters may also be helped to stay on time in their progression toward degree by accessing needed core courses. The collaborative is viewed very positively by students, faculty, and administrators alike.

To insure the success of a complex collaborative, practical issues have been addressed carefully. Each participating university commits to agreeing on a common price for each semester or quarter unit. NEXus courses are exempted from transfer credit policies and are considered as units taken in the home university. The student remains enrolled in their home school and the doctoral degree is from their home institution. Participating institutions identify courses that are open and available for enrolment to member doctoral students. Courses have been clustered into ten key topic or interest areas:

- Nursing Education
- Diverse and Vulnerable Populations,
- Gerontology and Geriatric Nursing
- Systems, leadership and Informatics
- Chronic & Disabling Conditions
- Research
- Scholarship and Writing
- Scientific Underpinnings for Advanced Nursing Practice
- Advance Nursing Practice.

Descriptions of each cluster may be seen on the NEXus website at http://winnexus.org/?query=201

Courses are advertised on the NEXus website well in advance to support students in academic planning, and to offer a rich variety of options for elective or concentration courses. Students and advisors can search for available courses by semester or quarter by accessing the PhD or DNP Course Exchange. Each campus has identified coordinators who help students register for NEXus courses, answer questions and assist academic advisors when issues arise.

The number of enrollments has grown rapidly. For the 2011-2012 academic year, 58 students have enrolled in 67 courses. Between fall 2006 and spring 2012, a total of 174 students have benefited from NEXus courses, and 19% have enrolled in 2 or more courses. To date, 15 students have graduated having taken one or more NEXus courses. This gives a small picture of the growth of NEXus and how it is helping students get the courses they need for their degree.

Overall feedback from students who take NEXus courses are positive. Students report that the courses have been valuable, and they appreciate being able to take courses from experts in nursing science, nursing practice, and education. They view the opportunity to network with peers at a variety of universities as a strength of the program. One student remarked about her experience as a NEXus student that she has now learned to use several distance education platforms during her NEXus courses at different universities. She continued, saying that she feels confident that when she applies for teaching positions she will be at ease with online teaching and learning. Another student stated:
International students have also benefited from the NEXus program. One example of this is the PhD in nursing program at Loma Linda University (LLU), a NEXus member university. The LLU program is offered in a format designed to meet the needs of working nurse educators who must contend with an academic calendar. Core courses are offered on campus in a five-week intensive format for four summers. During the rest of the academic year students take concentration and elective courses through NEXus and through their home university. Several of the LLU PhD students are faculty members in international schools of nursing. They do not have the option of moving to the US for their education, thus the summer’s intensive program with courses available through NEXus is a unique and important way to meet their educational needs. In concert with the goal of NEXus to enable rural nurses to remain in their home communities, these international educators can remain in their home country whilst pursuing their doctoral degree. International students meet with their academic advisor during the on-campus summer period, and can plan their program for the rest of the year using NEXus courses when appropriate. Students have given overall positive feedback about the NEXus courses taken. They have found them useful, organized, and rigorous. There are some challenges involved from the international perspective, such as getting textbooks in a timely manner before courses begin, but with careful planning ahead these can be minimized.

Universities may join NEXus as a collaborator or as an affiliate. Academic Collaborator Member Institutions offer courses through the NEXus consortium and their students are eligible to take courses through NEXus. There are currently ten Academic Collaborative Member Institutions:

- Arizona State University
- Oregon Health and Science University
- Loma Linda University
- University of Colorado
- University of Northern Colorado
- University of Kansas
- University of New Mexico
- University of Nevada Las Vegas
- University of Texas Tyler
- University of Utah

Academic Affiliated Member Institutions do not offer courses, but enrolled students may take courses through NEXus. Washington State University is an Affiliated Member. While there are currently no international doctoral programs participating in the NEXus consortium, this idea could become feasible as a potential future direction. However, as mentioned earlier, for international students enrolled in US doctoral programs, the collaborative offers much to the quality and accessibility of their doctoral education.

Member universities and students have valued the NEXus collaboration. The collaborative continues to grow and expand and future plans include adding more collaborating universities, thereby increasing the number of courses available to students, and to increase the number of affiliated universities who can take advantage of the courses available. Further information about NEXus can be found on the website at [http://www.winnexus.org/](http://www.winnexus.org/) or by contacting the Project Director, Paula McNeil: mcneilp@ohsu.edu.

**Consider Applying for the STTI/INDEN International Postdoctoral Fellowship in Nursing**

The goal of the jointly sponsored Sigma Theta Tau International/International Network for Doctoral Education in Nursing (STTI/INDEN) International Postdoctoral Fellowship in Nursing is to assist relatively new PhD-prepared nurse researchers (who have completed PhD within the past 5 years) 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 doctoral graduates from low- and middle-income countries who are appointed to faculty positions in doctoral programs and who currently or will in the future supervise student research. Applicants must be members of both STTI and INDEN, and be competent in English. 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.
A review committee made up of both STTI and INDEN Board members will review applications and announcements will be made before September 1, 2012. Three fellows will be chosen and the fellowship must begin no later than January, 2013. Applications for the STTI/INDEN International Postdoctoral Fellowship in Nursing for 2012 – 2013 have been posted on the INDEN website! Please visit: http://nursing,jhu.edu/academics/programs/doctoral/phd/inden/index.html for details. The deadline for submission is May 1, 2012. Please contact Dr. Milisa Manojlovich with any questions that you may have about the fellowship at: mmanojlo@umich.edu.

International Postdoctoral Fellowship in Nursing
Jointly Sponsored by:
The International Network for Doctoral Education in Nursing (INDEN)
and
Sigma Theta Tau International (STTI)

Purpose:
The purpose of this fellowship is to enhance the quality of doctoral education worldwide by:
providing opportunities to nurse faculties in doctoral programs to strengthen their research skills and learn about doctoral education and mentoring in an international context;; laying the foundation for future international research collaboration and multi-site studies; and opening avenues for international exchange of scholars.

Features of the Fellowship

Who can apply?
The fellowship is limited to recent doctoral graduates from low and middle income countries who are appointed to faculty positions in doctoral programs, and who are currently serving, or will serve, as supervisors of doctoral student research.

What does the fellowship provide?
The fellowship will provide a monthly stipend of $1600 (USD)/month. The stipend should be sufficient for room and board, local transportation, and purchase of health insurance available in most countries for students. The fellowship also provides a modest honorarium for mentors.

Where will fellows be placed?
Fellows will be placed in research intensive environments outside of their own countries, and where there are investigators in the fellow’s proposed area of research. Applicants may suggest appropriate venues and potential mentors, if they have knowledge of them, for the consideration of the selection committee. The selection committee and INDEN will locate appropriate settings using INDEN’s database and extensive contacts developed through the diverse membership of STTI and INDEN.

Number of Awards and Length of Training
Three fellows a year will be supported; the study period is three months.

Eligibility
At the time of application, applicants must:
• Hold membership in both STTI and INDEN.
• Be competent in the English language.
Be a faculty member in an institution offering nursing doctoral education.
Selection Criteria
Successful candidates will:
- Have graduated from a nursing doctoral program [or possess a master’s degree in nursing and a doctorate in a related field] within the past five years.
- Present a preliminary research proposal in an area of nursing science that will be the basis of the work during the fellowship period, and which promises to evolve into a program of research.
- Present evidence that research will continue upon return to home country.
- Have the potential for engaging in future international collaboration.
Have responsibilities for teaching/advising doctoral and post doctoral students in the home country.

Terms of the Award
- Applicants must be committed to returning to their home country/institution following the period of training.
- The applicant’s employer makes a commitment to provide facilitation for the conduct of the fellow’s research upon return from the fellowship, and agrees to fund the travel of the fellow [along with any visa fees] to and from the location where the fellowship will take place.
- The applicant’s employer commits to releasing the successful applicant within 3 – 6 months of fellowship offer.
The fellowship must begin no later than January, 2013.

Application – Deadline May 1, 2012
- A completed application cover sheet [attached to this call for proposals—please see p. 3].
- A completed, signed contract [attached to this call for proposals—please see p. 4].
- Proposed plan for research and mentorship for the fellowship period, not to exceed 5 pages.
- A curriculum vita not to exceed 5 pages.
- A letter from the employer agreeing to elements under “Terms of the Award,” above.
- A letter from a senior colleague knowledgeable about the applicant and his/her work, addressing the applicant’s potential for a research career and the applicant’s potential contribution to nursing doctoral education in his/her country.
Documented evidence of INDEN membership and STTI membership in a chapter [information on membership can be obtained from INDEN or STTI websites listed below in section “For More Information.” Fellowship chair Dr. Milisa Manojlovich can facilitate contact, if needed.]

Deadline
All materials listed under “Application” above must be sent to inden@son.jhmi.edu with the subject heading “2012 STTI/INDEN Fellowship Application” and received electronically by May 1, 2012. Letters from employers and senior colleagues must be sent separately to the same email address by the deadline (applicant needs to request the letters).

Review Process
Applications will be reviewed by an international panel of nurse academics, consisting of members of both STTI and INDEN.

Start of Fellowship
Once selection and placement of fellows has occurred, the exact fellowship period will be negotiated for a time convenient to the fellow and the mentor, but in any case, must begin within 3 - 6 months of selection.

For More Information
The websites of INDEN and STTI should be consulted for membership information. They will also contain the announcement and the application cover sheet [http://www.nursingsociety.org; http://www.nursing.jhu.edu/inden ].

Upon Completion of the Fellowship Period
Fellows will submit a report for the INDEN Newsletter, and an article to STTI for publication and/or presentation at one of its meetings.
APPLICATION COVER SHEET

**Download** this application and **save** it on your computer. **Fill in** the information requested and **email** this page to: IN-DEN@son.jhmi.edu

Name______________________________________________________________

Mailing Address [Provide complete information, including State, Country, postal or zip code, etc]
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Telephone and FAX numbers_________________________________________________________________

Email address__________________________________________________________________________

Institution of current employment________________________________________________________

Address of institution____________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

Briefly describe your current responsibilities as a faculty member
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

Date when doctoral degree was obtained_______________________________________________

Title of dissertation_____________________________________________________________________

Institution where doctoral degree was obtained, and title of degree
_____________________________________________________________________________________
_____________________________________________________________________________________

Name, title and email of employer who is responsible for research facilitation and providing support for travel
_____________________________________________________________________________________
_____________________________________________________________________________________

Name, title and email of senior colleague who will send a letter of reference describing the applicant’s research and mentoring potential
_____________________________________________________________________________________
_____________________________________________________________________________________

CONTRACT

Jointly Sponsored by:
The International Network for Doctoral Education in Nursing (INDEN)
and
Sigma Theta Tau International (STTI)

Instructions for this page:
This page must be printed and signed by the applicant and his/her employer. Then this page can be scanned and emailed to: INDEN@son.jhmi.edu or faxed to: 1-443-287-0547

To be signed by the applicant:

I, ________________, a faculty member at _____________________ University am applying for the INDEN/STTI fellowship, for the 2012 – 2013 academic year. If selected, I understand that I will receive:
• $4800 (USD) stipend, @ $1600/month for 3 months. This money shall be used for room and board, local transportation, and purchase of health insurance.

Research mentoring by an experienced researcher, in an area of research of interest to the fellow

In addition, I am:
committing to returning to my home country/institution following the fellowship

Signed____________________________________ Date________________________________

To be signed by the employer:

I understand that, ________________________, who is on faculty at _____________________ University, and has signed above, is applying for the INDEN/STTI fellowship for the 2012 – 2013 academic year. We are committed to the following:
• funding the travel of the fellow to and from the location where the fellowship will take place
• paying any visa fees, if applicable
• releasing the successful applicant within 3 – 6 months of fellowship offer
• providing facilitation for the conduct of the fellow’s research upon return from the fellowship

holding a faculty position for the fellow, upon his/her return to our university

Signed____________________________________ Date________________________________
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 2013 and the prize winners will be notified by email. The award will be officially presented at the biennial INDEN conference, 2013.
The *International Journal of Nursing Studies* is now a monthly publication, meaning more high-quality content delivered more frequently to subscribers' desktops via ScienceDirect [www.sciencedirect.com](http://www.sciencedirect.com).

The *International Journal of Nursing Studies* provides a forum for the publication of original papers of the highest standard that report research findings and research based reviews and analysis of interest to an international readership of nurses, midwives, educators, administrators and researchers in all areas of nursing and health care sciences.

[www.journalofnursingstudies.com](http://www.journalofnursingstudies.com)

Sample content includes:

**Is it worth it? The value of nursing and the value of educated nurses**
Peter Griffiths, *Volume 45, Issue 1, January 2008, Pages 1-2*

**Towards an alternative to Benner's theory of expert intuition in nursing: a discussion paper**
Fernand Gobet and Philippe Chassy, *Volume 45, Issue 1, January 2008, Pages 129-139*

**Nurse turnover: A literature review**
Laureen J. Hayes, Linda O'Brien-Pallas, Christine Duffield, Judith Shamian, James Buchan, Frances Hughes, Heather K. Spence Laschinger, Nicola North and Patricia W. Stone
*Volume 43, Issue 2, February 2006, Pages 237-263*

**Outcomes of variation in hospital nurse staffing in English hospitals: Cross-sectional analysis of survey data and discharge records**
Anne Marie Rafferty, Sean P. Clarke, James Coles, Jane Ball, Philip James, Martin McKee and Linda H. Aiken, *Volume 44, Issue 2, February 2007, Pages 175-182*

**Job satisfaction and its related factors: A questionnaire survey of hospital nurses in Mainland China**
Hong Lu, Alison E. While and K. Louise Barriball, *Volume 44, Issue 4, May 2007, Pages 574-588*

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APPLICATION FORM
THE INTERNATIONAL JOURNAL INDEN AWARD

Please complete the details below and submit this form along with your manuscript, covering letter and author’s checklist to Stephanie Waller, Editorial Assistant at ijns@kcl.ac.uk

**Manuscript Details** - Title:

**Author Details** - Corresponding Author:
Name:

Affiliation:

Email address:

**First Author:**

**Order of Authors:**

**Abstract:**

**Keywords:**
Statements of:
• What is already known about the topic?
• What this paper adds?

Additional Information - Author comments:

I hereby declare that I meet the criteria for competition entry (please tick)

☐ I am a current doctoral student OR I have graduated from a doctoral programme within the last 12 months.

☐ I am currently a member of INDEN.

Signed ................................................................. Date ..................................................
2012 World Society of Disaster Nursing Reasearch Conference
Disaster Nursing: Developing and Realising the Potential

23rd and 24th August 2012
City Hall, Cardiff, Wales, UK

WORLD SOCIETY OF DISASTER NURSING RESEARCH CONFERENCE (WSDN2012)
23rd -24th August 2012
City Hall, Cardiff, Wales, United Kingdom

Conference Information

Main Theme - Disaster Nursing: Developing and Realizing the Potential

Objectives for the conference:

- To showcase and share the current best practice in disaster nursing.
- To explore the themes of the conference in order to engage the full spectrum of nursing within a disaster context.
- To empower practitioners by showcasing research reports, analysing the challenges of delivering nursing care in challenging environments in order to enhance capability.
- To enable practitioners to network with colleagues from across the globe who share a commitment to delivering the highest standards of care in the most challenging of environments.

For further conference information and for a full list of speakers and programme available on conference website
www.wsdn2012.com

Call for Abstracts/Posters - Maximum 250 words (Deadline for Submission 30th April 2012)

- Mental Health
- Education
- Community Preparedness
- Lessons Learned from Deployment
- Law & Ethical Issues
- Specialist Groups (e.g. children, older people)

Submit abstracts via: abstractsubmission@wsdn2012.com
Contribute to the Next Newsletter!

Theme for the next Newsletter:
“Issues and strategies related to publishing after doctoral Studies in Nursing”

The next edition of INDEN will be published in July 2012

The deadline for submissions is:
June 1, 2012

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:

www.nursing.jhu.edu/inden