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Journal Purpose

The goals of Advances in Nursing Doctoral Education & Research are to:

- Promote academic debates and reports about nursing doctoral education
- Provide an academic platform for doctoral educators to share their innovations and experiences in providing nursing doctoral education
- Publish high quality nursing and interdisciplinary research
- Share best practices and procedures to enhance the diversity and quality in nursing doctoral education

Author Guidelines

Manuscripts submitted will be reviewed for their match to the journal’s aims by the editors. If the manuscript is a match for the journal’s aims, the editor will identify two editorial board members or manuscript reviewers with expertise in the area of the manuscript topic to review it and make recommendations regarding whether to publish it and any editing needed. The process will be ‘blinded’, neither the author(s) nor the reviewers will know the others’ identity.

Papers may be on any topic relevant to the goals of the publication and INDEN. (please refer to the INDEN website for its aim and objectives in detail) This may include those focused on research, theory, program evaluation and other scholarly papers related to nursing doctoral education and research topics. Some issues of the journal may focus on a particular theme such as “Measuring quality in nursing doctoral education.”

Guidelines for the submission of a manuscript for the peer review section

1. Relevance to aims of this publication
2. Follow format guidelines for manuscripts
3. Length – 2500-3000 words with 12 Arial font and double line spacing.
4. Format for research manuscripts:
   - Abstract (limited to 350 words)
   - Key words (3-4)
   - Introduction and Background
   - Methodology
   - Analysis
   - Conclusions
   - Discussion
   - Implications for practice and future research
5. Format for non-research manuscripts:
   - Abstract (limited to 350 words)
   - A concise summary of the argument or proposed course of action and conclusions
   - 3-4 key words
Author Guidelines

Guidelines for the submission of a Perspective

The Perspectives section of our ANDER journal invites doctoral students and faculty to share their experiences in doctoral education or other activities related to their development as scholars.

Authors for this section should include their name, credentials, affiliated university and their email address at the top of page. They also should send a picture and identify all the individuals in the picture with a text box underneath the image. Authors should briefly describe their area of research and population of interest.

The format of this writing should be Arial, 12-point font and single-spaced with an extra space between paragraphs. The Maximum word limit is 400. Authors can send their perspectives to the editors through following email: son-inden@jhu.edu
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Greetings from INDEN President

Welcome! It is my great delight and privilege to write this President’s Letter in ANDER as we approach our Biennial INDEN conference in Dublin, Ireland, July 26-27th, 2017. It is fitting that as we look forward to this event, that I take some time to reflect on my time as President of INDEN. I am especially delighted that this next meeting is taking place in Ireland, my home country, and so look forward to welcoming participants to the beautiful island of Ireland. Coming from a small island with an overall population of approx. 5 million, helps to reinforce the need for building networks and collaborations, which is the theme of this current edition of ANDER- “Bridging the Gap- Doctoral Nursing Collaboration”.

The word collaborate is derived from the Latin word, “collaborare” meaning to work together. It is recognised in all aspects of life that working together with people helps to progress work and achieve so much more than someone could do perhaps on their own. It points to the old adage “no man is an island”, clearly indicating that as human beings we necessarily depend and rely on another. These are key aspects that resonate clearly with the core values, aim and mission of INDEN and the current issue of ANDER, which features a number of international student perspectives, alongside papers focusing on different doctoral nursing collaborations.

Such sentiments are also particularly fitting whenever we think about our conference theme, Global Perspectives on Doctoral Education in Nursing. Globally, there have been significant changes in doctoral education in general and specifically within nursing.
Greetings from INDEN President

Some of the key drivers for these changes include increased mobility, technological advances, immigration, global health agenda and employability for the global market. Nurses make a major contribution to the global healthcare agenda and according to a recent discussion paper by Wilson et al (2016), on definitions of global nursing, they have a key role to play as advocates, managers, leaders, care providers, educators and researchers. Therefore, preparing the nurse researchers of the future requires consideration of different global perspectives, alongside developing wider collaborations to develop innovative models of doctoral nursing education to enhance the ability to shape global health agenda.

So, I very much look forward to our future discussions at the conference, focusing on Global Perspectives on Doctoral Education in Nursing, as we seek to develop future collaborations that help to bridge the gap in health care education, policy, practice and research.


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BRIDGING THE GAP IN INTERNATIONAL NURSING LEADERSHIP AND EDUCATION

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Abstract

Internationalization of Curriculum is a trend in higher education that can be enhanced through faculty collaboration in the development of global nursing leadership. While individual school resources to send students abroad for learning experiences can be limited, advances in video communication technology have increased opportunities to plan and deliver classroom experiences across significant distances. The purpose of this paper is to describe an international exchange focused on nursing leadership, using video technology to engage 60 doctoral and graduate students at Johns Hopkins School of Nursing in the U.S. and the University of Malta in Malta. The authors advanced an existing collaborative relationship between the two universities by jointly sponsoring a seminar on international nursing leadership challenges and solutions with student and faculty participants. The interaction between the faculty and students at Johns Hopkins and the University of Malta fostered a deep appreciation for different cultural aspects involved in the development and practice of nursing leadership. The outcomes of this session which was designed to promote internationalization at the Department of Nursing at the University of Malta, suggest that exposing students to evidence-based research on nursing leadership directly from researchers can be a powerful learning experience.

Key words: International, Nursing Leadership, Collaboration

Background

Over the last few years, the internationalization of higher education has advanced significantly. Internationalization of Curriculum is defined as the “process of incorporating international, intercultural and global dimensions into the content of the curriculum as well as the learning outcomes, assessment tasks, teaching methods and support services of a program of study” (Leask 2013). While funding to support student travel to other nations may be limited within schools and universities, “Internationalization at Home” refers to embracing diversity and promoting inclusion at the home university; going beyond simply increasing the number of students who travel for educational experiences (Teekens 2013).

Graduate programs in nursing have gradually increased their emphasis on the importance of global nursing leadership and sought its development amongst graduates. Koplan (2009) defined global health as: “an area for study, research, and practice that places a priority on improving health and achieving equity in health
for all people worldwide” (p. 1995). Yoder-Wise (2015) defined leadership within the nursing context as “the use of personal traits to constructively and ethically influence patients, families, and staff through a process in which clinical and organizational outcomes are achieved through collective efforts” (Yoder-Wise, 2015, p.584). One of the global health education and professional development competencies (Competency 5d), identified by the Consortium of Universities for Global Health (CUGH) in the Global Health Education Competencies Tool Kit, involves an awareness and respect for unique cultures (CUGH, 2017).

There have been varied approaches to promoting internationalization in nursing education to advance students’ development of skills in global nursing leadership. One approach involves gathering participants from different countries for a collective learning experience. For example, the University of Seoul in Korea described their experience in planning and executing a conference on global nursing leadership with the purpose of capacity-building for global nursing leaders in Korea (Shin, Han & Cha, 2016). Students learned about health systems in other countries and about other cultures, including sampling food from other countries to gain an appreciation for unique culinary preferences. Another approach uses information technology to support international learning experiences. For example, an international education initiative involving nursing leaders from six countries was described by Buckner and colleagues (Buckner, Anderson, Garzon, Hafsteinsdottir, Lai. & Roshan, 2014). Nurse leaders held monthly conference calls or videoconferences for a year to discuss practice, education, research and policy. The outcomes described included increased knowledge of nursing in other countries and also the development of an international network of nurse leaders for those who participated. Both outcomes enable a better understanding of nursing strategies to promote global health.

Recognizing the opportunity to use distance communication technology to connect nurses and others across nations, the Johns Hopkins School of Nursing and the Department of Nursing at the University of Malta embarked on a collaborative initiative. The purpose of this paper is to describe this initiative as one model to promote global nursing leadership.

Both collaborating universities share a common goal of preparing global nursing leaders. The University of Malta is a renowned university on a Mediterranean island in the heart of Europe which dates back to the 15th century. Johns Hopkins is a research-intensive university in the United States that is internationally recognized for its contributions particularly in the area of health care research. Both universities also possess distance communication technologies that are used for education.

The two authors planned and executed this educational initiative. Victoria Hughes, DNS, RN, one of the authors, is a faculty member at Johns Hopkins School of Nursing with 27 years of experience leading hospitals and medical facilities as Chief Nurse and other roles for the U.S. Airforce. The focus of her scholarship as a nurse scientist has been on nursing leadership and her publications have addressed issues such as the relationship between night shift work and errors, team building, and assessing performance. As part of her ongoing work in studying nursing leadership, she has been interviewing nursing leaders in several nations. Maria Cassar, RN, PhD, Senior Lecturer and Master's Program Co-Coordinator for the Department of Nursing at the University of Malta has been engaged in developing international experiences for graduate students in the Master’s Program at the University of Malta.

Following the consideration of various modalities for collaboration, Dr. Hughes and Dr. Cassar planned for Dr. Hughes to present a lecture and lead a two-hour session on nursing leadership via Zoom (Version 4.0.2965.0413, computer software), an internet-based communication
platform, that has similar features to other products such as screen sharing and chatting, allows for multiple sites to communicate simultaneously. But one of the greatest benefits of Zoom is the product’s ease of use. The Zoom license that allows for such international communication costs Johns Hopkins School of Nursing about $500 annually.

Host Faculty

Students in all post-registration programs in the Department of Nursing at the University of Malta were invited to register to attend the session presented by Dr. Hughes. All registered participants were informed about the presenter and the focus of the presentation in advance. This enabled participants to read about nursing leadership development and prepare for the presentation and the discussion that ensued afterwards.

A total of 56 students and 8 faculty participants attended the session in Malta and two faculty and four students participated at Johns Hopkins. Students at Malta were post-graduate students enrolled in nursing or management programs in the health sector. Students at Johns Hopkins included pre-licensure and doctoral nursing students. The content of the presentation is presented in the following section. An active discussion followed the presentation demonstrating the interest of students and faculty in leadership development.

Mutual Benefits to Both Universities

Johns Hopkins School of Nursing and The University of Malta School of Nursing have a diverse body of students attending from multiple nations. However Johns Hopkins does not have any students from Malta so, the exchange offered a unique opportunity for Hopkins students and faculty to learn about nursing in Malta. Nurses are increasingly crossing multiple national borders as part of humanitarian aid, mobile hospitals, and non-governmental organizations. Partnering with the University of Malta to sponsor a joint seminar, engaged students and faculty participants from both universities in the discussion of international nursing leadership issues, challenges, and solutions. These types of international educational experiences can contribute to the preparation of more globally aware nurses who graduate from schools of nursing.

The Presentation

The classroom at Johns Hopkins included a personal computer (PC), camera, and microphone. The leadership seminar involved faculty and students in a classroom at Johns Hopkins School of Nursing connected via Zoom teleconference to faculty and students in a classroom at the University of Malta School of Nursing. The presentation focused on evidence-based literature related to nurse leadership styles, characteristics of effective nurse leaders, and factors contributing to a healthy work environment. The basic components of transactional leadership (Bass, 1985), transformational leadership (Bass, 1985), situational leadership (Hersey & Blanchard, 1977), authentic leadership (George & Sims, 2007), servant leadership (Greenleaf, 2002) and aesthetic leadership styles (Hansen, Ropo, & Sauer, 2007) were presented.

Dr. Hughes presented information on the characteristics of effective leaders based on the findings of a review paper that she completed examining characteristics of effective nurse leaders. Characteristics and behaviors of successful leaders included open, approachable, optimistic, consistent, passion for nursing, personal integrity, emotional capacity, effective communicator, role model, and engagement in reflective practice (Hughes, in press). Areas associated with the effective clinical nurse leader include expert knowledge, use of evidence-based practice and demonstrated systematic, critical circumspective, and rapid thinking (Hughes, in press).

Factors contributing to a healthy work environment (Blevins, 2016; Blosky & Spegman, 2015; Vollers, Hill, Roberts, Dambaugh, & Brenner, 2007) were presented.
2009; Soares, Jacobs, Lindberg, & Vingard, 2012) and nurse leader strategies (Shirley, 2006; Blake, Blayney, Loera, Rowlett, & Schmidt, 2012) discussed were based on the analysis of findings from several journal articles. Students were encouraged to consider integrity, competence, connection, purpose, appreciation, and balance in relation to a healthy work environment. Suggested nurse leadership actions to promote a health work environment included demonstrating authentic leadership principles, strategies to promote empowerment and connection, methods to demonstrate appreciation, and communication techniques such as crucial conversations skills. After the presentation, students and faculty at both locations discussed leadership challenges, development, and barriers to the implementation of nursing leadership roles from the respective national and cultural perspectives.

Outcomes

The opportunity to discuss international nursing leadership with a researcher in this area was a unique experience for the participants because it addressed an element of global nurse leadership a research-based discussion of global leadership development was innovative at both schools. The discussion addressed both the content of the talk but also the unique perspective of the participants comparing their own experiences with the information presented. Similarities and differences in the experience of global nursing leadership in each country was discussed.

Research – An additional outcome

The interaction between the faculty and students across Johns Hopkins University and the University of Malta suggested that participants gained an appreciation for different cultural aspects in the development and practice of nurse leadership. This initiative also inspired the two authors to embark on a research collaboration to explore the similarities and differences in nurse leadership development, role enactment, and advancement between the two countries. The first step in this research will be to explore and understand the development of nurse leadership from the perspective of nurses in Malta. The findings of the collaborative study will identify leadership competencies within the specific cultural context of the country. Such evidence is believed to be an important starting point for the effective development of nurse leadership. The research in Malta, may be replicated or in other countries within Europe in the future, addressing a gap in research on international nursing leadership. Findings from a multi-site study may identify cultural characteristics that are similar and cultural characteristics that are unique about nursing leadership development and enactment within the European Union.

Reflection and Evaluation

The collaboration between Johns Hopkins and the University of Malta has revealed that international education collaborations can advance schools’ mission to prepare global nursing leaders when appropriately incorporated into the curriculum and individual courses. If nurses are expected to become global healthcare leaders, they need to experience learning from a global perspective and begin developing relationships internationally. Faculty members can role model these expectations through facilitating these international educational experiences such as the one described here.

The American Council on Education Model for Comprehensive Internationalization (http://www.acenet.edu/news-room/Pages/Internationalization-in-Action-Special-Edition-Connecting-Classrooms-Using-Online-Technology-to-Deliver-Global-Learning.aspx) provides a useful framework to guide the discussion and development of further international nurse leadership education innovations. This framework identifies six dimensions involved in a comprehensive approach to discussing the institutional commitment, administrative staff, curriculum and learning out-
comes, faculty policies and practices, student mobility, and collaborative partnerships (American Council on Education, 2017).

Although guest scholar presentations within schools of nursing are often one-time events, the authors plan to initiate a series of such talks to further enhance the development of global nursing leadership in both of their universities. In this paper, the authors have presented their experience as one model of international student and faculty exchange and recommend that other schools consider this as a low-cost alternative to student travel to develop global nursing leadership among students and faculty.

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THE FIVE RIGHTS OF DISTANCE PHD EDUCATION

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Abstract

Traditional methods of providing doctoral education for PhD students are giving way to new models of instruction that better meet the needs of today’s student, particularly in nursing. The persistent need for more nursing faculty who are doctorally prepared has challenged previous assumptions about the right educational delivery model for the research doctorate. At the University of Utah College of Nursing (UU CON) in Salt Lake City, Utah, we have been utilizing multiple technologies to create high quality synchronous distance delivery in our PhD program since 2003. Core courses are offered using live synchronous video conferencing technology, allowing students to participate and complete the program without relocating to Utah. During our journey as the first PhD nursing program to employ synchronous distance delivery, lessons learned have helped strengthen the program, which we’ll refer to as the five rights of distance PhD education. This article will review these rights, which include; 1) right human-technology interface, 2) right research engagement experience, 3) right onsite experiences and interactions with faculty, 4) right advising, and 5) right access to the academic culture. Each “right” must be developed and tailored to the needs of the institution, faculty, and students. These rights reflect a collegial model based on clear expectations that facilitate student retention and, importantly, timely progression to graduation. Taken together, we believe our approach of PhD synchronous education results in well-prepared nursing scientists who are ready to contribute to scientific discovery.

Key words: Synchronous education, PhD Nursing, Academic environment, Distance learning

Introduction

Traditional methods of providing doctoral education for PhD students are giving way to new models of instruction that better meet the needs of today’s student, particularly in nursing. Learners who are place bound by family or professional obligations need accessible education, particularly in rural areas where the nearest doctoral program may be hundreds of miles away or when there is not a local mentor match for their research interests. The persistent need for more nursing faculty who are doctorally prepared has challenged previous assumptions about the right educational delivery model for the research doctorate. With predictions that the nursing workforce will continue to grow and

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over 500,000 nurses will need to be replaced due to retirements, the total number of open positions for nurses is anticipated to exceed one million by 2022 (U.S. Department of Labor, 2013). Thus, the need for more nurses, and doctorally prepared faculty to teach them, necessitates innovative models in doctoral education.

At the University of Utah College of Nursing (UU CON) in Salt Lake City, Utah, we have been utilizing multiple technologies to create high quality synchronous distance delivery in our PhD program since 2003. Synchronous distance learning was chosen over asynchronous online modalities to facilitate the intense interaction with peers and faculty advantaged by real time verbal and nonverbal communication and feedback that characterizes traditional doctoral education and scientific collaboration. Core courses are offered using live synchronous video conferencing technology, allowing students to participate and complete the program without relocating to Utah. During our journey as the first PhD nursing program to employ synchronous distance delivery, lessons learned have helped strengthen the program, which we’ll refer to as the five rights of distance PhD education. This article will review these rights, which include; 1) right human-technology interface, 2) right research engagement experience, 3) right onsite experiences and interactions with faculty, 4) right advising, and 5) right access to the academic culture.

Right human-technology interface

It has been noted that the term ‘distance education’ denotes a wide variety of delivery modes and is an all-inclusive term that refers to the physical separation of teacher and student (Patterson, Krouse, & Roy, 2012), usually in time and space (Du et al., 2013; McClintock & Benoit, 2013). Web-based courses and distance delivery options are wide-spread in education with varying results reported about their effectiveness. What is clear about distance delivery, regardless of the mode, is the role that technology plays in making or breaking the educational experience. Although many of today’s students are digital natives who have grown up using technology (Prensky, 2001), not all distance-accessible courses provide the needed infrastructure or support to help ensure student success.

Choosing the right faculty-student interface platform is essential and should conform to the following: a) allows participants the ability to present material and share presenter mode; b) allows participants to see one another; c) allows participants to use ‘breakout’ rooms if needed; c) is user friendly; d) is reasonably priced for the market (cost impacts the ability to bring in distance guest speakers as well as students); e) has support and troubleshooting capabilities; and, f) has different layout or view options. The PhD program at the UU CON partners with the Utah Education Network (UEN) for access, distance delivery, support and technology. We currently use the Acano infrastructure and collaboration software (Acano, 2016) to establish video connections between faculty and students. These synchronous video connections are delivered to the learner at any networkable location in the world and are displayed in a customizable video layout on each learner’s computer screen using the Acano software client. Video layout can range from simple to large group conversations formats that accommodate up to 25 participants on the screen, referred to internally as the “Brady Bunch” or “Hollywood Squares” layout. Participants are able to control audio, video, and text chat input, as well as share content from individual computers. Although we have used a variety of software clients
over the past 16 years, one consistent requirement has been that all faculty and students, as well as any invited speaker, are simultaneously visible on the screen, whether or not slides or other audiovisual support is employed, to replicate access to both verbal and nonverbal cues in the learning process available in the traditional seminar room.

Technology support resources for distance education programs are vital in delivering seamless distance classroom environments and ensuring quality synchronous connections. New PhD cohorts receive detailed instructions and technology requirements starting with their acceptance letters. Testing of all components by dedicated student services support personnel occurs prior to the beginning of the program and is provided ongoing as needed. Similar testing and orientation to Acano is provided to guest speakers. Faculty and students have access to web documentation that outlines hardware, software, and bandwidth requirements. Even with the best preparation and support, synchronous distance education requires staffed support personnel. During class, both the UEN and the UU CON Information Technology (IT) specialists are immediately available for support to faculty and students. While UEN specialists provide live phone support for troubleshooting technology issues, CON IT specialists monitor the live video and chat feeds from the courses to provide faculty with technology support and quality assurance.

Besides the student-technology interface, the faculty-technology interface must be considered. Any course can be taught online, but different strategies and techniques are needed compared to in-person course delivery (Effken, 2008). As such, faculty play an important role in designing and facilitating the students’ educational experiences, although most faculty lack formal training in the pedagogy of distance course delivery, whether synchronous or asynchronous. Faculty may also need professional development in doctoral education where the teacher is more a facilitator and coach than a presenter, particularly since distance delivery is frequently modeled as teacher oriented in the typical webinar. At the UU CON, The University of Utah supports faculty development in teaching scholarship through the Center for Teaching and Learning Excellence (CTLE) and Teaching & Learning Technologies (TLT). CTLE is a campus-wide program that promotes effective teaching through a variety of instructor/instructional development activities and learning opportunities. Some of these activities include faculty development courses for online instruction, a variety of teaching workshops (e.g., Teaching in Higher Education, Creating an Inclusive Learning Environment, Faculty as Designers of Student Success), and individual faculty consultation and peer evaluation (CTLE, 2016). TLT is also available, providing support to faculty specifically in the development of online courses and learning experiences (TLT, 2016). The resources of CTLE and TLT are offered to all faculty as needed at no cost. Students and postdoctoral fellows who anticipate an academic career are also are prepared in distance education pedagogy using TLT and formal coursework experiences as desired.

Right research engagement experience

One of the more challenging aspects of providing distance doctoral education is successful research mentoring, a critical component of the PhD student experience (Effken, 2008). Long-held beliefs about the importance of in-person research mentoring (Broome, Halstead, Pesut, Rawl, & Boland, 2011) and the need to provide students with meaningful research-intensive experiences (Effken, Boyle, & Isenberg, 2008) in a distance-accessible format have necessitated innovative instructional techniques and faculty development. For example, at the UU CON, research team meetings are often conducted using our synchronous delivery platform, enabling distance students to attend and participate. Students are active in study de-
sign, implementation, analysis, and dissemination. Thinking outside the box, many research-related activities can easily incorporate the distance student. For example, students can assist with telephone based recruitment in IRB completion, or remotely conduct database building. Data entry and analysis can also be accomplished using electronic white boards and remotely accessible data repositories such as REDCap (REDCap, 2016).

The use of required individual computer encryption and HIPAA compliant servers has facilitated compliance with regulations addressing participant privacy and data protection. Other research related activities such as grant writing, manuscript preparation, and poster development are easily accomplished by the use of protected shared document space in the Cloud. In addition, our distance based post-doctoral fellows provide training and supervision of research and dissemination activities for pre-doctoral students similar to the team model often employed in laboratory sciences that has been associated with decreased attrition and timely program completion (Sowell, Bell & Kirby, 2010). Such models enhance the extent to which the dissertation phase is a continuation of the coursework phase, rather than constituting a major break in types of activity and relationships that characterized the coursework phase, since this is the point at which students are most likely to become stalled or experience attrition.

Right onsite experiences and interactions with faculty

Campus visits are common in distance programs and manifest in a variety of lengths and formats. The key to an on campus experience is curricular and pedagogical planning comparable to that invested in coursework. Pre-doctoral students at UU CON have two types of onsite experiences each year involving the peer cohort and faculty: an annual week on campus and a professional meeting attended by an entire cohort for each of the first three years. At professional meetings, current students interact with faculty, other students in the program, and alumni. Campus visit schedules include extensive opportunities for socialization such as student panels, luncheon speakers, and potluck dinners hosted at faculty homes, participation in the dean’s ‘town hall’ meeting, as well as professional development activities directed at learning needs beyond research skills. These activities foster the close association and esprit de corps with faculty and cohort peers that have been found to be important in development of professional identity and preventing attrition (Broome, Hasteatd, Pesut, Rawl, & Roland, 2011; Ostriker, Kuh, Voytuk, 2005; Sowell, Bell, & Kirby, 2010.) The objectives and exemplar activities for our three on-campus visits are shown in Table 1.

Student socialization is enhanced through attendance at professional conferences (Leners, Wilson, & Sitzman, 2007), and we have found this a highly effective tool for professional modeling, initial presentation experience in a supported environment, acculturation to the researcher professional identity, and promoting interaction with distinguished scholars, activities that have been identified as hallmarks of the research doctorate (Stewart, Frasier, Sims, & Denecke, 2005). While students often attend more than one professional meeting, one conference each year is designated as required for each cohort. For example, we require all students to attend the Western Institute of Nursing, our regional research conference, and we require all students to attend the Council for the Advancement of Nursing Science. A third conference is chosen based on the research interests of the students, for example the Oncology Nursing Society Congress or the Gerontological Society of America Annual Scientific Meeting. Using a curricular innovation we call “conference learning”, students participate in a specified number of learning exercises designed by faculty and tailored to the curriculum,
such as guided poster viewing focused on concepts in current coursework, discussions of a particular symposium, or interviewing a presenter in an informal setting. Another exercise involves identification of a distinguished investigator the student would like to dialogue with, role playing the “ask”, and reporting on the experience. Every effort is made to assure that faculty teaching students that semester are in attendance at the conference and are presenting their research. Conferences are identified years in advance so that a maximum number of students and faculty can submit for presentation. Socialization is promoted by purchasing a booth that is used as a gathering place for students, faculty, and alumnae and scheduling a breakfast or luncheon for all affiliated conference participants.

Right advising

Both faculty advising (related to career planning, course advising, and scientific inquiry) and program advising (related to student life and general program questions) are critical components of the UU CON PhD program. For most academic programs delivering content in a traditional face-to-face manner, advising is generally based solely on proximity: when students need something or have a question, it is assumed the student will make an appointment with his or her faculty member or the student affairs advisor assigned to that program. With a synchronous delivery program, we have found advising must be hard-wired. That is, student advising must be intentional, planned, and conducted at regular intervals to assure the student progresses as planned. Recurring scheduled appointments with advisers may be as often as bi-weekly early in the program or during times of intense preparation such as prior to the qualifying exam, decreasing to twice per semester in stable periods of the student’s academic and non-academic life.

At the UU CON, there is one student affairs advisor who oversees all students in the PhD program. She is present with the students during the weeks they come to campus (which occurs annually for the first three years of their program), meeting with students one-on-one during each of these visits. In addition, she travels with the faculty and students during their required attendance at three national professional conferences, again meeting with students individually to evaluate programs of study and answer general program requirements. Finally, both faculty and student services advisors including our financial aid advisor use our distance support and platform to conduct synchronous meetings with students as the need arises.

A final requirement to ensure right advising is to ensure faculty meet with students at regularly scheduled intervals. To accomplish this and reinforce the importance of faculty advisor or chair communication, we require all students to complete an individual development plan or timeline, where they create annual goals. One of the mandatory goals that must be accomplished is faculty student communication. Faculty and students commit to a mutually agreeable schedule of communication opportunities depending on preference and need. Accomplishment of communication goals are evaluated annually as part of the students’ annual progression review based on the development plan or timeline.

Right access to the academic culture

A distinct advantage of distance education is that nontraditional students are able to educate in place, increasing the numbers able to earn the research doctorate, potentially alleviating the current and projected faculty shortage (Effken, 2008; Halter, Kleiner, & Hess, 2006,). However, a major concern is that distance students do not have access to the rich academic environment that is essential to the development of successful scientists (Broome, Halstead, Pesut, Rawl, & Boland, 2011; Stewart, Frasier, Sims, & Denecke, 2005). Even traditional on campus students require special effort to assure a program environment condu-
cive to successful program completion and adoption of professional identity, such as lounge areas with relevant publications and bulletin boards, graduate student organizations, and invitations to join college committees (Sowell, Bell, & Kirby, 2010). Some educators and researchers hypothesize that the program environment may be more important to PhD program outcomes than the actual coursework (Stewart, Frasier, Sims, & Denecke, 2005).

Extending the academic culture to distance students may require extraordinary effort and substantial financial investment, as well as persistence until there is general value for distance student access. The UU CON uses the Acano client and other videoconferencing software platforms as needed such as Skype for Business to provide access by pre-doctoral and post-doctoral trainees to research presentations by faculty and visiting lecturers, seminars, journal clubs, and faculty governance committees. Skype for Business offers a substantial and stable platform that facilitates faculty-student interaction outside the Acano UEN supported ‘classroom’. Distant PhD students are appointed as the student representative to governance committees and attend meetings virtually. Public dissertation defenses are accessible and recorded so distant students can experience the examination process or support a peer who is defending. Students can attend research meetings and mock reviews of grants electronically. There is a Virtual Student Lounge in the learning management system where students can access bulletin boards listing various resources. A growing number of online seminars and workshops offered by other departments, NIH, foundations, and professional organizations has grown to the point of overwhelming students, so some faculty caution may be indicated. However, little is gained if students are predominantly passive participants, so faculty need to prepare students for participation using interactive features.

Conclusion

This paper has provided an overview of the five rights of synchronously delivered PhD education. Each “right” is developed and tailored to the needs of the institution, faculty, and students. These rights reflect a collegial model based on clear expectations that facilitate student retention and, importantly, timely progression to graduation. Viewing students as future colleagues with their own ‘rights’ allows and provides for positive and timely faculty and student interactions, avoiding many of the pitfalls traditionally attributed to not being in close proximity. Viewing students as future respected colleagues also facilitates prospective collaboration on research endeavors. Engaging students to the program and to the wider university also facilitates future alumni outreach and potential recommendations of the UU CON PhD program after students graduate and obtain faculty positions or other employment.

Overall, attention to our 5 rights of distance education has allowed us to interact with students using a respectful and educationally sound approach. This approach has facilitated our student retention and graduation rates. On average, we maintain approximately 48 active students with a typical cohort size of 6 (range 4-9 students across the last 5 years). The average time to graduation is currently 5.3 years with the longest active student in the program at 7.5 years. Retention is high with only 5 students leaving the program since 2013. Students who left the program did so for reasons of military service or to join a Doctor of Nursing Program. None joined another PhD program.

Other advantages of our synchronous distance program exist. In the last 5 years we have admitted at least one minority student per cohort. This would be virtually impossible without a synchronous program given the demographics of Utah. Approximately 50% of our active students are from areas outside the state. In addition, we enroll international students primarily from Korea, Singapore and China. Taken together, we believe our approach of PhD synchronous education results in well-
Table 1: Objectives and Exemplar Activities for Annual On-Campus Visit

<table>
<thead>
<tr>
<th>Objective</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
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<tbody>
<tr>
<td>Orientation and socialization</td>
<td>Orientation and socialization</td>
<td>Select Chair and Committee</td>
<td>Progress toward Qualifying Exam</td>
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<td></td>
<td>Onboarding</td>
<td>RCR* (6 hr)</td>
<td>Prepare for dissertation</td>
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<td></td>
<td>ID Badge</td>
<td>Philosophy (6 hr)</td>
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<td></td>
<td>Email</td>
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<td></td>
<td>Campus resources</td>
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<tr>
<td><strong>Initial classes</strong></td>
<td>**Advanced search</td>
<td><strong>Choosing committee</strong></td>
<td></td>
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<tr>
<td>RCR* (6 hr)</td>
<td>Endnote II</td>
<td>Mock comp exam</td>
<td></td>
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<tr>
<td>Philosophy (6 hr)</td>
<td>Abstract writing</td>
<td>Abstract writing</td>
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<td><strong>Librarian</strong></td>
<td>Poster design</td>
<td>Poster design</td>
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<tr>
<td>Access</td>
<td><strong>Presentations</strong></td>
<td><strong>Presentations</strong></td>
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<td>Search</td>
<td>Choosing committee</td>
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<td>Online bibliographic system</td>
<td>Mock comp exam</td>
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<td>(e.g. EndNote)</td>
<td>Abstract writing</td>
<td>Abstract writing</td>
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<td><strong>Dinners</strong></td>
<td>Poster design</td>
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<tr>
<td>Cohort</td>
<td><strong>Dinners</strong></td>
<td><strong>Dinners</strong></td>
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<tr>
<td>Adviser</td>
<td>PhD Faculty</td>
<td>PhD Faculty</td>
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<tr>
<td>All faculty and PhD students</td>
<td>Dean’s home</td>
<td>Dean’s home</td>
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<tr>
<td><strong>Meet and Greet</strong></td>
<td>IRB Representative panel</td>
<td>IRB Representative panel</td>
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<tr>
<td>(Dean, Graduate Dean, Student Panel, Faculty, etc.)</td>
<td>Lunches</td>
<td>Lunches</td>
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<tr>
<td><strong>Technology</strong></td>
<td><strong>Course sessions</strong></td>
<td><strong>Course sessions</strong></td>
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<tr>
<td>Distance Delivery Technology</td>
<td>Statistics</td>
<td>Statistics</td>
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<td>(e.g. Acano)</td>
<td>Research design</td>
<td>Research design</td>
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<tr>
<td>Learning Management System</td>
<td>**Meetings with adviser and/or commit-</td>
<td>**Meetings with adviser and/or commit-</td>
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*Note: RCR = Responsible conduct of research
prepared nursing scientists who are ready to contribute to scientific discovery.

References


Correspondence :

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At press-time we have learned about the publication of a new book, Shaping Nursing Science and Improving Health: The Michigan Legacy, edited by Shaké Ketefian. Dr. Ketefian was one of the co-founders of INDEN and its founding president (2000-2006). We present a Q and A with the book’s editor, for the benefit of INDEN members.

ANDER Editor

Q and A Related to the Publication of: Shaping Nursing Science and Improving Health: The Michigan Legacy, by Shaké Ketefian, Editor

Q: What is the book about?

A by SK: The book is a compendium of the research that our faculty at the University of Michigan, School of Nursing, and PhD program alumni have carried out in the past 30-35 years in selected areas of science. Without trying to be exhaustive, we wanted to highlight the impact that body of work has had on nursing care, health care delivery, nursing education, and the larger society.

Q: Why were you inspired to write it?

A: The School of Nursing established a committee of the faculty with staff, alumni, student and community representatives to plan activities to celebrate several important milestones:

The University of Michigan’s Bicentennial in 2017; (b) the School of Nursing’s 125th year Anniversary; (c) the 40th anniversary of the launch of the PhD program; and (d) the completion of the first building ever on the University of Michigan campus dedicated to nursing education, research and service.

Preparing this book to recognize the outstanding contributions that nursing’s faculty and PhD alumni have made to health care and society through research and scholarship is one of the ways to celebrate these multiple anniversaries.

Q: What effects do you hope this book will have?

A: I hope that the wide spectrum of the nursing community and other health professionals will find that this volume presents highly significant research and their application in different domains very useful; the scientists who contributed to it are all nationally and internationally recognized individuals. As well, the general public and policy makers will be enlightened by what is described in the book, and can derive clear policy implications.
Q: What inspired your interest in research?

A: Years ago I conducted research to find out to what extent nursing research is used in various domains of nursing – practice, education, leadership, policy, whatever. I found out that research is not very accessible, is written in mostly scientific journals, and is read by a limited number of individuals, and therefore, its application has been limited. This finding has inspired me to make research more accessible to users and to create environments where translation and implementation of research results are brought to bear toward the improvement of peoples’ lives. This book is written in a language that is accessible to scientists, practicing nurses and general readers alike and those who can put the concepts to good use.

Q: This book describes research at the University of Michigan. Why should I be interested in it if it is specific to Michigan?

A: The research being described here is all based on important national research priority areas identified by major nursing organizations in the mid- to late-1980s; the specific foci were were refined as knowledge evolved and the national health priorities evolved by scientists and policy makes alike; in the case of several areas, they were added to the programs of research under day.

It is noteworthy that the University of Michigan’s doctoral students and a number of post-doctoral fellows have been part of the research teams and have investigated the research areas within the context of their cultures. This feature, along with what we see in the international research literature would suggest that the research works presented in this book not only have national but international relevance. The knowledge presented is current and cutting edge, shows the way to future directions, and is of immense interest to scholars in the areas covered regardless of where in the world they may reside.

Q: What are some of the features about the book that are pertinent to INDEN members?

A: Several features are unique and should be of interest to educators and students alike. It is significant that the research represented in the book is programmatic; it is not about isolated or single pieces of research. The work comes from teams of individuals who investigated different aspects of a broad area. The individuals invited to contribute papers had done programmatic research themselves; they each submitted a summary of their own work over a sustained period. The chapter authors then examined, analyzed and synthesized these submissions and evaluated the collective knowledge yield, and provided their suggestions for next steps in research.

The works represented in the book reflect team work. Teams were assembled comprising of senior investigators and those newly embarking on their research. These included junior faculty, postdoctoral fellows from the US and other countries, as well as doctoral students who joined a
team because of their interest in pursuing their dissertation in a given area. The students on the teams represented an international membership as well. It is noteworthy that in most cases after completing their dissertation and the award of the PhD, many of these graduates continued work in the areas they began with the research teams -- thus using their dissertation as the springboard for their own future programmatic research; in some cases, they continued working with their main faculty advisor after graduation. These features give both breadth and depth to the science, add efficiency to the enterprise of science in helping move results into translatable evidence that improves health, and guides policy. In a number of cases they also show a generational element in how science continues from one generation to another.

( c) Another feature of note has to do with program maturity. Currently the US has over 135 research focused doctoral programs, many of them new. The UM doctoral program began in 1975, and was among the first 10 such programs to be launched nationally; as such, it has matured as the nursing research enterprise has matured over the past 40 years. Critical to this maturity factor is the fact that the University of Michigan itself is a major research international university of global scope, with all the accoutrements for support and facilitation that have developed over two centuries. The PhD program is governed by the same policies and standards established by a university-wide executive board.

In this manner, the book can be an exemplar for both new and experienced nurse scientists alike in terms of mentorship practices, building of teams of investigators around clusters of scientific areas, obtaining of resources and creating the climate conductive to the conduct of science that will positively impact the health and well-being of populations.

Q: What would you like the general public to know about nursing research?

A: I would like them to become aware that nurses are uniquely qualified to conduct research that affects their lives while they are healthy, to promote health and prevent illness, as well as when they are sick, to promote healing and manage symptoms they may be experiencing. While the public has highly favorable views about nurses and nursing in terms of respect and trust, this book aims to remind the public that nurses’ work and their activities and interventions are based on results of scientific studies generated by scientists, both nurses and others.

Q: What would you say to a young nursing student considering a research career?

A: I would definitely urge her/him to pursue the idea and would assist by showing concrete avenues for achieving that goal.

It is generally suggested that a certain percentage of the members of a profession be dedicated to research and investigative work [typically around 5 percent]. In nursing, while the number of re-
searchers has gradually increased, it is still less than 1% of the total number of the registered nurse population. To those of you, our young scholars, if this is your inclination, I urge you to make nursing research your career choice, or incorporate research in your career. The rewards to you are immeasurable, and the impact on society, huge.

Dr. Shaké Ketefian, Editor of Shaping Nursing Science and Improving Health: The Michigan Legacy, is a Professor Emerita, University of Michigan School of Nursing. She served as the Director of Doctoral and Postdoctoral Studies during the years when the scientific areas discussed in the book were developed. The book is published by Michigan Publishing Services, and can be obtained through Amazon.com.
I am a fourth-year PhD student in the College of Nursing at the University of Massachusetts in Amherst, MA. I worked as a psychiatric nurse in an adult, inpatient, co-occurring unit in a small community hospital after graduation, and later in the adult psychiatric unit. I was asked to teach clinical for a private university just after I finished my third year in practice. During post-conference on the very first clinical day, I knew that I was called to teaching. I went on to obtain a Master’s of Science in Nursing Education from St. Joseph’s College in Maine. I worked as a nurse educator in the hospital, developing and implementing continuing education trainings for all behavioral health staff (nurses, behavioral technicians, social workers, and recreational therapists).

My population of interest in my research is lesbian, gay, bisexual, transgender, and queer (LGBTQ) individuals. Specifically, I am interested in understanding more about the disparities in mental health (depression, suicidal ideation, non-suicidal self-injury) among young people because of familial rejection and what protective factors might exist to help improve their outcomes. My dissertation study focuses on sibling relationships between transgender young people (18-25 years) and non-transgender sibling (18 years or older) and utilizes frameworks of Interpersonal Acceptance-Rejection Theory, Intersectionality, and the Minority Stress Model. I hope to one day develop and test a family-level intervention to promote acceptance and improve the short- and long-term mental health outcomes among LGBTQ youth.

I have a passion for research design and data analysis, and am also interested in identifying the best ways to collect sexual orientation and gender identity data in research (and practice) so that we may more fully understand the health disparities experienced by LGBTQ people as well as monitor progress toward health equity.

I look forward to my future as a researcher and educator. I hope to use the knowledge I have of the LGBTQ population to facilitate the inclusion of sexual and gender minority issues in a meaningful way across the curriculum for undergraduate and graduate nursing students, in the same ways that we teach about other cultural backgrounds. I see this as extending beyond addition of lecture content into learning activities, case studies, simulations, and test items that represent a diverse range of patients.

Service has always been a part of my life, and I continue to find my involvement rewarding. I’m most excited about co-founding and co-leading a research interest group (RIG) on LGBTQ health and health disparities through the Eastern Nursing Research Society with a fellow graduate student at Columbia University in 2015. I have also learned a great deal from my involvement with INDEN as part of the social media and marketing committee, which I became involved with after being in-
Spurred by the presentations and conversations at the 2015 conference in Puerto Rico. In addition to being able to work with others to help INDEN grow, I’m learning valuable social media and website design skills along the way. I currently oversee INDEN’s Twitter account (@INDENglobal) and have been excited to see the growth in followers and interactions in the past few months.

I look forward to bringing my passion for research, teaching, learning, and service together into a faculty role to help shape the future of nursing.

Correspondence:

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I am a second-year PhD student at Johns Hopkins University. I am also a Family Nurse Practitioner and have been a nurse since 2007. I am drawn to health disparities and cardiovascular disease as a result, for my doctoral research, I will be working to examine, health literacy, cardiovascular disease risk perception, and health behaviors to achieve cardiovascular health in West African immigrants, an underserved population.

Ethnic minorities, including persons of African ancestry are disproportionately affected by cardiovascular disease. Unfortunately, persons of African ancestry in the United States (US) are lumped under one category: “Black/African American” when demographic information is collected and information is reported on persons of African Ancestry as a homogenous group. However, persons of African ancestry in the United States are much more diverse than this due to the influence of genetic admixture. African Ancestry sub-groups include different ethnic subgroups such as Afro-Caribbean and Africans (African immigrants) who do not identify as African American. Africans who immigrate to the United States (or any country for that matter), may not completely adopt the lifestyle and traditions of their new country. As a result, this may impact their cardiovascular risk and will be reflected in differences between their cardiovascular disease risk profiles and those the persons who are citizens of their new country. Research has also shown that urbanization and migra-
tion worsens the cardiovascular disease risk profiles of Africans. Preliminary research in the US has shown differences in the cardiovascular risk profiles between African Americans and African immigrants, with African immigrants having worse cardiovascular risk profiles than African Americans in some studies and vice versa in other studies. It is my hope that my dissertation with African immigrants and future work sheds some more light on this and makes a difference in African immigrant cardiovascular health.

Correspondence:

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I am a full-time PhD student who directly pursues the PhD right behind the completion of my BSc. Currently I am in the third year of my study and supposed to finish my PhD in 2019. Professor Zheng Li is my supervisor.

My research interest lies in mental health care. There are almost 16,000,000 people with severe mental disorders in China, laying great burden on the whole society. Our mental health providers have done a lot and obviously can do more in the future. I am specifically interested in self-management of people with schizophrenia. Prior to my PhD study, there are serial and systematic projects about self-management of people with schizophrenia and other chronic illness conducted by our research team. Standing on the shoulders of giants, I have learnt a lot. This, which I think, is of great significance to my exploration in this field.

My PhD program is about the behavior mechanism of self-management in people with schizophrenia. Many theorists and researchers have attempted to explain why some patients begin to manage their disease while others not, such as Knowledge Attitude Behavior model, Health Belief Model. However, empirical researches tend to present a negative or low positive correlation between these factors and self-management behavior, leaving difficulties for clinical interventions. From information to behavior, what really matters on this ‘road’? My program tries to fill this gap and answer
what the behavior mechanism is. My program consists of three stages. In stage one, the aim was to construct the theoretical framework of self-management behavior in people with schizophrenia. Literature review and theory synthesis of self-management behavior and affecting factors were conducted to get the appropriate concepts and causal paths. In stage two, a quantitative study is being carried to verify and adapt of the framework. In stage three, I will explore the possible subtypes of people with schizophrenia based on the behavior mechanism, expecting to provide clues for tailored interventions.

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Compiled by

Laurel A. Eisenhauer, RN, PhD, FAAN
Professor Emerita, Boston College, Connell School of Nursing

Berry, S. (2017). Building community in online doctoral classrooms: instructor practices that support community. Online Learning 21 (2) doi: 10.24059/olj.v21i2.875

This reports on a study in which the researcher analyzed 50 hours of videos of online classrooms, message boards, and interviews with PhD students to identify strategies that created a learning community, defined as a space of connection, closeness and interactivity.


Using focus groups, the researchers explored PhD students’ perceptions and use of digital tools such as: Learning management systems (e.g. Moodle and blackboard) and online library resources; Project software (e.g. SPSS and NVivo) and RSS feeds; Bibliographic software, writing software, online writing groups, and social citation; Social media, blogging and PhD-related humour (e.g. Piled higher and deeper – PhD comics); Communication, file sharing, collaboration tools, and presentation sharing; Social media (e.g. Academia.edu; LinkedIn) and blogging . Findings included the observation that use was related to the tools’ immediate utility in relation to the candidates’ time-pressured and habitual ways of researching. Many doctoral students were reluctant to go beyond what they knew or could easily learn to use due to perceptions of insufficient time.
What’s New in Doctoral Education


The authors analyzed 10 thesis examination reports each from the Sciences/ Mathematics, Humanities, and Commerce departments to determine the extent to which they reflected a feedback/teaching aspect vs evaluation. The reports were from a university in Malaysia and another in Australia. These reports included internal and external examiner reports. This paper also addresses the need for transparency in doctoral examination criteria and the importance of more research on how examiners make judgments.
THE INTERNATIONAL POSTDOCTORAL FELLOWSHIP IN NURSING is jointly Sponsored by: Sigma Theta Tau International (STTI) and The International Network for Doctoral Education in Nursing (INDEN).

The purpose of the 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.

The fellowship is limited to recent (within the past 5 years) doctoral graduates from low and middle income countries who hold faculty positions in doctoral programs, and who supervise doctoral student research.

Fellows are placed in research intensive environments in North America, the United Kingdom, Europe, or Australia and matched with investigators in the fellow’s proposed area of research. Applicants may suggest appropriate venues and potential mentors for the consideration of the selection committee. Each year three fellows a year are supported for a fellowship the fellowship period of three months.

This year we proudly announce the selection of our three new fellows as well as share the experiences of two of our most recent fellows Dr. Paula Cristina Nogueira and Dr. Juntao Chi.

For details on how to apply please visit our website or email with questions.

Website: http://www.indenglobal.org/

Email: inden@jhu.edu
Study Report at JHU School of Nursing Sponsored by STTI/INDEN

Juntao Chi

Department of Nursing, Yantai Yuhuangding Hospital, Shandong, China.

I am Juntao Chi, the vice director of nursing department at Yantai Yuhuangding hospital affiliated to Qingdao University in Shandong province, in charge of teaching, nursing research and quality improvement in clinical practice. I also serve as master’s supervisor for Weifang Medical University School of Nursing. Luckily, I was selected as one of the fellows for the STTI/INDEN international post-doctoral fellowship and had studied as a visiting scholar under Dr. Haera Han’s guidance at JHU School of Nursing for four months this year. This is also my second visit trip to JHU. In 2008, I studied at JHU School of nursing as a joint PhD sponsored by Hopkins-Peking Union Medical College. A lot of key ideas had been deeply impressed me when I stayed at JHU: the highly civilized country, clean and refreshing surrounding, innovative teaching mode, humanistic care, trust management culture, research based theory, and the rigorous and meticulous research process. Though I can’t address all of those issues here, I’d like to share with you some of the new thinking I’ve had as a result of the study experience.

What impressed me most was the rigorous and meticulous attitude permeating every aspect in Dr. Haera Han’s research work. When I came to JHU, Dr Haera Han was conducting the Hillman project which was targeted on education program of cardiovascular disease and diabetes among African Americans. A study core team meeting was held weekly, and barriers and lessons encountered in the study progress were deeply discussed. During those time, Dr Haera Han has set a good example for me how to function as a principal investigator and a nursing student mentor. Her dedication, pas-
sion, knowledge and interest in scientific research have driven her team to get impressive achievements.

Another important thing that has been helpful with my research skill improvement is attending a measurement course taught by Dr. Haera Han. Though I already took the course when I studied at JHU as a joint PhD student, I have learned innovative theory this time, rather than review the old knowledge. For example, Dr. Haera Han had invited Dr Chan to give us a lecture on item response theory and the patient-reported outcomes measurement information system. Beyond that, I also attended various research training workshop at JHU, such as NIH PROMIS measures, introduction to research experience, and so on. I will study those research methods further by myself and apply to my research project in the foreseeable future.

I also conduct some clinical observation and acquainted the advanced management experience at the Johns Hopkins Hospital. I was deeply touched by the perfect system, details management, people-oriented service, especially the trust management culture at JHH. Every time, when I visited the clinical unit or followed director Dang to attend meetings, the respectful, friendly, and sharable atmosphere always surrounded me. I really appreciate what you have done for me!

Leading the way in education, research and practice-locally and globally is the slogan of Johns Hopkins University School of Nursing. The slogan also gives the perfect description for the global position of JHU School of Nursing. It’s really a precious experience for me in my life to study at JHU twice. My research skills, international research horizon, and thinking method are greatly promoted after the international postdoctoral fellowship training.

I have finished the fellowship training now and taken on greater responsibility and obligation for the global nursing development. The following are my future goals which are coincident with the STTI/
INDEN guidance: First, I will use my research skill to guide the nursing students in China as a good mentor. Secondly, I would like to look for opportunities to apply for the international nursing research project and promote research cooperation. As I mentioned above, our hospital is a large comprehensive medical center in Shandong province for its outstanding work in medical treatment, teaching, scientific research. There have been several international cooperative projects. I think there is a good foundation for application of international research project and research cooperation. Finally, as a membership of STTI/INDEN, through the platform, we can share information, resources, research, and seek for collaborative opportunities to improve the nursing development globally.

Thank all of you from the bottom of my heart!

Juntao Chi, PHD RN

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Paula Cristina Nogueira

School of Nursing, University of São Paulo. Department of Medical-Surgical Nursing.

INDEN/STTI International Postdoctoral Fellowship in Nursing

Fellowship Placement: Centre of Research Excellence in Nursing (NCREN). Menzies Health Institute Queensland at Griffith University, campus Gold Coast, Australia.

Supervisor : Dr. Wendy Chaboyer

During my time, I participated in many activities in addition to working on my research project. Research project: Knowledge transfer in pressure ulcer prevention using a virtual learning environment for Spinal Cord Injury individuals: a pilot study.

I participated in 7 workshops, These workshops were addressed research methodologies. Most of them took place in the library of the University and they were open to all doctorate and post doctorate students and in order to participate in, prior registration was requested. In addition to the lectures and the provision of teaching materials, there was a moment of a thematic addressed discussion related to the type of research that each participant was developing. A "Publication workshop" was held at the Logan campus of Griffith University, with the editor-in-chief of the Journal: Nurse Education in Practice, Karen Holland and Associate Editors Prof. Mary Sidebotham and Debbie Roberts.

I also participated in multiple seminars. The seminars were open to the public, requiring prior registration. The seminars discussed various themes and allowed for taught portions as well as discussions.

- Other activities:
  - Knowledge Translation Protocol Development Meeting. Griffith University, Gold Coast Campus. I presented “Implementing and Evaluating Pressure Ulcer Prevention Virtual Learning Environment for Individuals with Spinal Cord Injuries: A Pilot Study” at the meeting.

This scientific event was promoted by Centre of Research Excellence in Nursing (NCREN) at Griffith University, Gold Coast Campus. There were 08 different research projects about “Knowledge Translation” that were presented. Full Professors, researchers and post-doctorate students participated in this event. The presenting time for each work was 15 minutes (oral presentation) and there were more 15 minutes for discussion with the group. Then, the group gave suggestions and asked questions for each speaker about their research Project. Each speaker had to bring one in the last slide 2 to 4 issues, key points, they wanted to discuss with the group. I participated
in the event with the presentation of the work entitled "Implementing and Evaluating Pressure Ulcer Prevention Virtual Learning Environment for Individuals with Spinal Cord Injuries: A Pilot Study." The discussion was very productive with several suggestions for implementing the research project.

• Visit to the Princess Alexandra Hospital (1 day), a large tertiary hospital, presenting work and meeting staff.

The Princess Alexandra Hospital (PAH) is located in Brisbane. I visited the follow units: Intensive Care Unit, Orthopedics Unit and SCI Unit – Rehabilitation Centre. Besides the visit in the Units, I participated in a nursing meeting and I presented my research Project for the nursing group. The PAH is a public hospital and the SCI Unit is a Centre of rehabilitation that is a reference in Queensland state. The SCI receives all patients with SCI for rehabilitation treatment, with no distinctions. The SCI patients stay in a rehabilitation Centre in average for 6 months and are discharged when their houses is fully adapted to receive them. There are lots of features and technologies in PAH. It is amazing.

• Visit to the Nursing School at Griffith University, Gold Coast campus. I had the opportunity to visit the School of Nursing which is located in a separate building from the Nursing Research Center, within the same campus, and I participated (observational participation) of a laboratory class. The nursing undergraduate course is done full time and in 3 years. The laboratory is fully equipped with all the necessary materials for simulated practice activities.

Outcomes

The following two outcomes were achieved:


2. Paper submission: Construction of a Virtual Learning Environment on Pressure Ulcer Prevention (to the Journal of Advanced Nursing)

Final considerations

I felt very lucky and grateful to be selected to participate in the International Postdoctoral Fellowship in Nursing. It was a great and wonderful opportunity. These three months of International Postdoctoral Fellowship in Nursing were very productive. I was able to acquire new knowledge,
review research methodologies, read articles, submit a paper to publication and participate in many other activities such as workshops, seminars and scientific meetings. Also, I was very well received by my supervisor, Dr. Wendy Chaboyer, and all Professors, researchers, PhD students, and staff of the Centre of Research Excellence in Nursing (NCREN) at Griffith University, Gold Coast campus. I emphasize that it was a period of much learning and involvement in research activities. I have learned a lot with the expertise of Dr Chaboyer. She is a very competent and admirable professor as well as a lovely person.

Among the results I highlight the article we wrote together and the partnership held - I was invited to stay as Visiting Researcher, received the "Adjunct appointment - research collaboration title" for a period of 3 years and thus I have access to the collection of journals and other materials of Griffith University library, as well as the portal and institutional mail.

I was invited to give a lecture about my experience of participating in International Postdoctoral Fellowship in Nursing, for new STTI members of the Rho Upsilon Chapter, in Ribeirao Preto College of Nursing at University of Sao Paulo.

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2017 Biennial Conference

Global Perspectives on Doctoral Education in Nursing

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