

Advances in Nursing Doctoral Education & Research

Official Journal for the International Network for Doctoral Education in Nursing (INDEN)

IN THIS ISSUE

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Journal Purpose

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

- Promote academic debates and reports around 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

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.

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

Quality of Nursing Doctoral Education

Marie T. Nolan, PhD, RN, FAAN, INDEN President

Professor, Johns Hopkins University, School of Nursing Baltimore, MD, USA

I have just returned from the annual doctoral education conference of the American Association of Colleges of Nursing (AACN). One topic of discussion was whether we should adopt the European “apprentice model” of nursing PhD education where the doctoral student joins the research team of a faculty mentor and learns research design, advanced data analysis and other content through engagement in the research of the mentor prior to completing the dissertation. Coursework is not generally required. This contrasts with the U.S. approach to nursing PhD education that often involves about 2 years of coursework, some work on the research of the mentor and two to three years to complete the dissertation which is ideally within the research expertise of the mentor and possibly related to the mentor’s research (AACN Task Force on the Research-Focused Doctorate in Nursing, 2010). One reason for reconsidering the U.S. model was the potential for decreasing the time to degree completion and relieving some of the intensity of the shortage of PhD-prepared faculty here. There was no consensus on this issue.

Another topic that generated much discussion was whether expertise in managing and analyzing “Big Data” should be included in nursing PhD program competencies. Using big data refers analyzing very large data sets that are becoming commonly available in government, commercial, and health care data repositories. In a sense, it upends our previous notions of causality. As researchers, we are quick to qualify some findings by stating that they reflect correlations and not causality. But when there are millions of cases in sample, strong correlations may seem as convincing as statements of causality (Cukier & Mayer-Schonberger, 2013).

Yet another topic of discussion was whether PhD programs in schools of nursing should admit non-nurses. Already, many of our schools have non-nurse faculty members. My own school has a statistician and a sociologist on faculty who are not nurses. Several years ago, I had the pleasure of being invited to visit Charite University in Berlin where they had an interdisciplinary PhD program focusing on Multiple Morbidities of Aging led by Dr. Adelheid Kuhlmeier, that included nurses, physicians, physical therapists and social workers among their students. The exchange of ideas among the students in their dissertation seminar was lively and innovative. Since we work on interdisciplinary research teams *after* we complete our doctoral studies, it seemed that including health professionals other than nurses in a nursing PhD program could provide a very enriching experience for both students and faculty. In our next issue of *Advances in Nursing Doctoral Education & Research (ANDER)*, we will take up this topic. I invite you to submit a paper reflecting the experience and outcomes of your program or your thoughts on this matter.

Greetings from INDEN President

On a final note, INDEN members should have received a call for nominations regarding open positions on the INDEN Board (President-elect, Secretary-elect, 2 Board Members and 1 Student Board Member). Please consider running for one of these positions. We need your insight and experience to achieve our mission of advancing the quality of nursing doctoral education globally! I join the other INDEN Board members in looking forward to the addition of new board members.

Marie T. Nolan, PhD, RN
President INDEN
Professor, School of Nursing
Johns Hopkins University, USA

Cukier, Kenneth, Mayer-Schonberger, Viktor (2013). *Big Data: A Revolution That Will Transform How We Live, Work, and Think*. Eamon Dolan/Houghton Mifflin Har, Dallas.

AACN Task Force on the Research-Focused Doctorate in Nursing (2010). The research-focused doctoral program in nursing: Pathways to Excellence, AACN, Washington, DC. 1-33. <http://www.aacn.nche.edu/education-resources/phdposition.pdf>, accessed on February 2, 2014.

Letter from the Editors

Dear ANDER Readers

Happy New Year 2014! We would like to warmly welcome you to read and enjoy this third Issue of our Journal *Advances in Nursing Doctoral Education and Research* (ANDER), the official publication of International Network for Doctoral Education in Nursing (INDEN).

In this issue, our peer-reviewed section has three papers. Our first paper by Ferguson *et al.*, titled “The importance of communicating your research: The 3 minute thesis” provides a novel doctoral educational strategy that helps to enhance doctoral students’ expertise in communicating research. Following this, Fiore-Lopez *et al.* presents “Homelessness and humanism: a transformative experience of service learning on nursing students”. In this paper, authors describe their phenomenological inquiry on how service learning and civic engagement in New Orleans, Louisiana, a post-Hurricane Katrina setting, enrich nursing students’ compassionate learning during their nursing education. In addition, S. Hoskinen and H. Leino-Kilpi provide a descriptive paper about Finnish Doctoral Education in nursing science programmes.

Along with these scientific sections, as a regular feature in ‘Perspectives’, we also present doctoral students perspectives on their doctoral nursing journeys in various countries including Australia, and USA. In this issue, we introduce some guidelines for writing for this perspectives section (page iii). We hope this helps doctoral students and faculty who wish to share interesting stories about their doctoral journeys and experiences for our journal.

In our new section on *What’s New and Upcoming in Doctoral education*”, one of our Associate Editors L. Eisenhauer kindly collated the reference information regarding the newly published debates around doctoral Education from wide publication sources. In this issue, she highlights two discussion papers from *The Chronicle of Higher Education* that emphasize how doctoral educators should prepare PhD students for the complicated art of teaching (Bok, D) and how doctoral level seminars should be taught to focus on student centered learning (Cassuto, L). Very interesting arguments for our readers!

The next ANDER issue will be published in April 2014. The deadline for the submissions is March 1, 2014.

As always, we welcome feedback from our readers about this journal and encourage everyone to submit manuscripts or items for the various sections of the journal. We hope that this journal will serve both the members of INDEN and the wider community by disseminating knowledge about doctoral education in nursing from around the world.

*Note: Manuscripts may be submitted on any topic relevant to the goals of INDEN and the journal. Please see author guidelines about submission of manuscripts at: nursing.jhu.edu/inden

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Homelessness and humanism: A transformative experience of service learning for nursing students

Nicolette Fiore-Lopez, PhD(c), RN, CNEP, Anna ten Napel, PhD(c), RN, NP, Kathleen Lamaute, EdD, FNP Bc, NE-A Bc CNE, Professor

Abstract: The purpose of this study is to examine “Does service learning exposure for nursing students change them personally and/or professionally?” Service learning and civic engagement has had a long history on American campuses beginning in the 19th century. John Dewey believed students learn more effectively becoming better citizens when they engage in service learning experiences in academic settings.

The qualitative phenomenological method was used to look at the lived experience of 30 nursing students through journal entries during a 1 week time period. The location was New Orleans, Louisiana, post Katrina. IRB approval was obtained and journals were de-identified.

Inductively derived data examined words, then clustering of words and finally themes of clusters were identified. Service learning experiences for nursing students provides rich learning experiences and may impact their views of human life and nursing as their chosen career.

Keywords: homelessness, humanism, transformation, service learning

Introduction

The focus of this study is to investigate the impact of service learning in the post hurricane Katrina environment on nursing student’s views of human life and homelessness. The students came from a private independent religious based College. The mission of the college is to provide multidimensional education that focuses on study, spirituality, service and community. This is achieved with nursing students through rigorous academic education and clinical practice with an emphasis on human compassion, dignity and respect for the patient while at the same time proactively responding to the changing needs of the healthcare environment.

Background

Service learning and civic engagement has had a long history on American campuses beginning in the 19th century. Around the time of the civil rights movement of the 1960’s a new passionate energy emerged activating education by engaging young people and giving them real opportunities to make a difference in the world (National Service Learning Clearinghouse, 2012). The

definition of service-learning can be paraphrased from the National and Community Service Trust Act of 1993 as, “a method under which students learn and develop through active participation in thoughtfully organized service that is conducted in and meets the needs of a community and is coordinated with in an institution of higher education and with the community, which helps to foster civic & social responsibility, and is integrated into and enhances the academic curriculum of the student’s program while including structured time for the students to reflect on the service experience”(National Center For Educational Statistics Office Of Education, Research, And Improvement, 1999).

The philosophy of service learning is based on what one author considers to be grounded in experience as a basis for learning on the centrality and intentionality of reflection designed to enable learning to occur (Jacoby, 2003). Concurrence can be seen when the well-known research John Dewey’s work is explored. He shares convictions that human beings learn through action and reflection.

Dewey's work shows that the things in civilization we most prize are not of ourselves but that these things exist by grace of the doings and sufferings of the continuous human community in which we are a link (Hansen, 2006). Dewey contends that experience is as important as theory. He believed students learn more effectively becoming better citizens where they engage in service learning experiences incorporated into academic curriculums (National Center For Educational Statistics Office Of Education, Research, And Improvement, 1999).

The significance of service learning cannot be underestimated. Providing students with planned educational experiences aimed at meeting the mutual needs of a community through community-based activities is an important experiential teaching-learning strategy. This teaching-learning strategy is well suited for nursing education because it provides students with "real-life" opportunities to deliver health care services to underserved populations (Nokes, Nickitas, Keida, & Neville, 2005).

Methodology

Phenomenology has been used to explore a variety of practice related experiences and facilitates understanding of subjective interactive experiences. Phenomenological inquiry explicates the structure of the "lived experience" in search for unity of meaning. It requires the integrated whole be explored making it suitable to nursing practice and the service learning topic. It draws strongly from psychology and sociology (Strauss & Corbin, 1990). The study is seeking to find meaning in what nursing students write in the narratives of their journals that reflect elements which impacted them individually. Journals were required course work and source data for this study. All journals were carefully de-identified prior to qualitative analysis. For trustworthiness the researchers collaborated following independent reviews compiling and synthe-

sizing areas of consensus for themes identified in the students' writing.

The question for this study relates directly to the nursing student and the service-learning experience. "Does service-learning exposure for nursing students change them personally and/or professional?" The role that reflection assumes in the learning process serves as a bridge between experience and theory (Bringle & Hatcher, 1999). The journaling required helped to stimulate the reflective process of the nursing student providing the service.

This qualitative study explored what nursing students felt thought and perceived during their immersion. These questions lend themselves toward the phenomenology tradition of research as it looked at understanding the essence of the experience the nursing student had. The philosophical underpinnings of qualitative research in accordance with H.G. Blumer, a sociologist, teach us that we must avail ourselves to the consideration of interactionism. Interactionism is defined as people doing things together or with respect to one another and the accompanying action, talks and thought processes (Strauss & Corbin, 1990). The connection of the body and mind helps code qualitative data.

Phenomenology has been used to explore a variety of practice related experiences and facilitates understanding of subjective interactive experiences (Streubert & Rinaldi Carpenter, 2011). Phenomenological inquiry explicates the structure of the lived experience in search for unity of meaning. It requires the integrated whole be explored making it suitable to nursing practice and the service learning topic. It draws strongly from psychology and sociology.

Sample Population

For three consecutive spring semesters, 2010-2012, a large pool of nursing students ap-

plied for enrollment for a voluntary service learning course offered by the college. This elective course was available only in the spring semester, offered during the week when students normally have a one week break from college. An essay with rationale for participation in this course was required from all interested applicants which assisted in the student selection process. Many nursing students applied for this elective course, however, only 10 were chosen per year. Their selection was based on their essay content which needed to include successful expression of ideas regarding why the concept of service learning was important in a clear and compelling manner.

For three years, following the exact same process, nursing students submitted essays and from a large pool of applicants, 10 nursing student participants were selected. The total population included all the applicants who wrote essays and applied to participate in this service learning elective course each year. The sample used in this study included the 10 nursing students selected from the total population each year equaling a sample size of 30 unique participants over a three year period.

The participants relocated to New Orleans, Louisiana, with the costs of this relocation and lodging paid for out of the student's own pocket. This type of experience provided the true "lived experience". Objectives included describing the impact of political, social, cultural, environmental, economic and legal issues on health and wellbeing, identifying rights and ethics in community health encounters, the role of the nurse as an advocate and finally reflecting on service learning and how it alters personal and professional values and perceptions of students. Experiences included personal contact in the Rebuild Center. The Rebuild Center provided respite and community. It gave the homeless opportunities to have hot showers, use laundry facilities, receive mail and use the phone.

One student assignment was to keep a journal beginning with arriving in New Orleans. Daily entries were to focus on detailed experiences of the day. The daily journal entry was to reference one of the identified themes selected by the student pairing it with one of the course objectives such as a social, cultural or environmental issue. Thoughts, feelings conversations and activities were all to be noted in the journal. The humanistic framework was to be utilized in understanding and exploring this special population.

Analysis

Thirty de-identified student journals with 150 individual daily entries provided the source of data used for analysis in this study. To protect the students, all identifying information was removed.

The analysis of the journals was done by 2 investigators. Students turned in their journals to their professor. At the end of 3 years all 30 journals were de-identified. This research used constant comparison of words with the goal to make meaning (Streubert & Rinaldi Carpenter, 2011). To become familiar and acquainted with the data, each journal was read through in its entirety without any coding independently by the 2 investigators. On the second read key words were underlined and summary notes in the margins of each document were made providing data that was relevant to the research question. Codes, a word or phrase, were selected directly from the data which is referred to as "in vivo" coding (Streubert & Rinaldi Carpenter, 2011). This was again done independently. The 2 investigators then met to discuss their coding and resolve any differences. Upon completion words from the journals were independently grouped into similar clusters of words with slightly broader descriptive categories or buckets. The process of consensus was again completed. With numerous possible themes

and concepts selected repetitive themes were found and placed into large categories independently, followed by a meeting where consensus was reached.

Conclusions

Inductively derived data were used in the analysis. The themes identified were; (1) reaction to the experience/change in feelings, paradigm shift (2) politics, social justice, social injustice (3) professional identity, professional growth (4) empathy, caring (5) resilience, courage (6) interactions initiated by human contact (7) spirituality, religion (8) nurses' role in disasters, nurse as the advocate.

In the first level of coding words revealing behaviors, patterns, and meaning were found. Statements such as; "I was amazed at how people tried really hard to survive." "Not everyone understood the devastation these people were going through and seeing people so thankful made my heart melt, the smallest help means so much to people in need." Endless powerful descriptive words included devastation, dedication, blessed, selflessness, humanity, religion, hope, unforgettable and fighting.

The second level of coding found clusters such as dynamic ideas of social justice, empathy, resilience and advocacy. Examples of these included; "What kind of country do we have if our own people don't trust in their leaders and government in times of such devastation." "This experience really makes you think about how the government works." "A lot of people wanted change especially change from being ignored by society ...but hearing stories where men were expecting help from the armed forces in the helicopters and then watching the helicopters fly away."

At the third level themes were identified including: (1) reaction to the experience/change in feelings, paradigm shift (2) politics, social justice, social injustice (3) professional identity,

professional growth (4) empathy, caring (5) resilience, courage (6) interactions initiated by human contact (7) spirituality, religion (8) nurses' role in disasters, nurse as the advocate. For example; "I definitely think this trip helped me grow and realize that nursing is the profession I want to go into." "This experience has truly changed me. Being homeless could be anybody, it does not discriminate so why should we?" "I will carry this experience for the rest of my life. It has truly been life changing for me." Transformation is an overall inclusive theme these researchers' discovered in the data. One student stated; "I will be changed forever... I am going to take so much more away from this than I gave." Another student nurse stated; "I can feel the change inside myself already." Service learning was the conduit for a dramatic paradigm shift and transformation for these nursing students.

Scientific adequacy refers to the ability of the researcher to assign credibility to the research work conducted. The multiple constructs of reality presented during this study must be held to be true. This research study demonstrated rigor by its credibility, dependability and confirmability. The researcher asks this question, "Does service learning exposure for nursing students change them personally and/or professional?" The whole experience is the service-learning concept as documented in the rich journal entries for analysis which becomes the source of data that nursing students documented when describing and reflecting upon the essence of this experience.

Generalizability and transferability of the data was the goal. These findings were concurrently reviewed and repeated by two separate researchers being validated by an outside consultant. It is recognizable that the data is full of rich descriptions that when read by other researchers can be applied in other contexts that researchers are seeking.

This study is specific to one setting, a private independent religious based College where spiritual and scholarly virtues are emphasized. Because the sample of data is restricted specifically to this one set of students, this limits the ability to make broad sweeping recommendations based on the outcomes of this research.

Discussion

This phenomenological study focuses on the service-learning by nursing students in the post Katrina setting in New Orleans, Louisiana. This experience shows dramatic changes in perceptions of homeless people and our country's response to disasters. These perceptions have the potential to positively alter the nursing student's personal and professional lives. These changes were a direct result of service learning interactions between the students and homeless individuals living in a post disaster environment.

This study indicates the value of service learning experiences for nursing students with vulnerable populations in post disaster environments. This active learning strategy provides opportunities for dramatic changes in student perceptions of vulnerable individuals and the importance of advocacy for social justice. It brings meaning to the linkage of service activities with academic curriculum to address real community needs while students learn through active engagement, reciprocity and reflection. Academic administrators need to include service learning experiences for students not only in the helping professions but all students to promote civic responsibility through transformation of perceptions regarding vulnerable populations. One avenue to support the costs of student travel for service learning is legislative and foundation authorization of grant opportunities for academic institutions and students. Administrators need to advocate for such support.

Implications for future research

Further research is needed on service-learning outcomes to continue to develop the knowledge

base related to effective structures, processes, and outcomes. This qualitative study validated that service learning enabled nursing students to "see" the world through a new and different lens. This significantly positive experience enhanced their abilities to think critically and comprehensively about homelessness and the quality of human life, and civic responsibility to advocate for effective responses to disasters and support positive change for vulnerable population

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The importance of communicating your research: The 3 Minute Thesis

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Introduction:

A wise professor once said “It’s not research until it’s published, and used in routine clinical practice”. This is all very well and said, but how does research get from publication to routine practice? Dissemination is contingent on effective communication strategies. Presenting one's research may include local, national, and international conference presentations to fellow academicians and clinicians through to community presentations to healthcare consumers and funding bodies, as well as presentation in the popular media. Therefore, communication of research is a key graduate attribute of a doctoral student.

Background: What is the 3 MT ®?

The Three Minute Thesis (3MT®) is an academic competition developed by The University of Queensland (UQ), Australia for research students (The University of Queensland 2014a,b) The competition aims to develop academic, presentation, and research communication skills and supports the development of research students' capacity to effectively explain their research in three minutes in a language appropriate to an intelligent but non-specialist audience (Mewburn I 2012) The 3MT® is celebrated as the most fun academic event in the calendar year, by both students and faculty alike.



PhD Student Caleb Ferguson presenting at a workshop to generate ideas for presentations.

The aim of the 3MT® is to present an oration about what one is doing as a doctoral student (*background*), how one is doing it (*methods*) and why it is important (*significance and innovation*) in an engaging way and in plain English language, without reducing the research to purely entertainment value (Mewburn I 2012).³ This allows doctoral students to present their research in a ‘*real world*’ context to the layperson. This dissemination activity can be considered similar to developing an ‘*elevator pitch*’ for funding, or a pitch to a potential funding body. The presentation also allows doctoral students to contextualize their research in the real world and develop their thoughts around the significance and innovation of their study. This task should not place a burden on students, as the ‘*what, how and why*’ of their research should be addressed in the abstract of their thesis; this activity could be considered the plain English language summary statement.

However, there are a few simple rules for entrants:

- Only a single power point slide is permitted (no animation or slide transitions permitted)

- No additional electronic media (video or audio) may be used
- No additional props (costumes or instruments etc.) may be used
- Presentations are strictly limited to 3 minutes (automatically disqualified if over)

Why is it important?

Presenting information succinctly and in front of a large audience is particularly challenging to many individuals. This experience can be daunting for doctoral students especially when faced with a large stage, a lectern, a microphone and one's image being projected onto two large screens behind the presenter. But like any skill, understanding the essential elements and perfecting these is important in achieving competence. Doing this in a safe environment among student peers, with the opportunity for fun, the 3MT® can assist not only in developing skills but crystallizing and distilling key points needed to disseminate the significance of doctoral work.



PhD Student Cleo Crossley Presenting on Breathlessness in Heart Failure

What should be avoided?

It is important that the presentation is not too technical or that it uses too much jargon. Particular attention should be paid to technical, anatomical and medical terminology. This may

result in the audience simply losing interest. Yet, it is also important not to be too simple or over trivialize issues, as this may appear condescending to the audience. Speech should be loud and clear and reading from notes should be discouraged. This may be distracting for the audience. The pitch and tone of the voice should be spontaneous. An occasional pause can be very powerful to mark importance. Body language and controlling emotion is important, as this can often be distracting to the audience. Presenters may have to practice their pitch numerous times to perfection and learn how to cope with presentation nerves and stress when under pressure and before large audiences. This experience can often be daunting, but these skills are highly valued at postdoctoral level and valuable assets to learn. Only 1 static slide is permitted with no props, animation, or sound. Sometimes a picture tells 1000 words, and the use of a well thought out slide is worth its weight in gold. It is important to keep this slide simple, not too cluttered; small or numerous fonts and colors should be avoided, as these can often be distracting to the audience.

What makes a good 3MT®?

There is a significant level of skill involved in developing a good quality 3MT® pitch. This may involve using a personal story that resonates with the audience, humor or a clever metaphor that may be memorable. The presenter should control their rate of speech and try not to pack in too much content in 3 minutes Speakers Bank Australia Inc. *'Top 10 Tips for Speaking in Public'*. (Not published)). Speaking slowly is a skill and perhaps only a couple of ideas should be communicated, leaving the audience desperate for more (Speakers Bank Australia Inc. *'Top 10 Tips for Speaking in Public'*. (Not published))

A good opener is imperative. There are many techniques that may hook the audience within the first 20 seconds. Such as providing a quote by a guru, starting with a question to the audience, using imagination, or persuasive language or statements such as “*I think you would agree that...*” or “*Did you know that...*” Facts are often useful and humor can be effective, but use with caution as this may be misconstrued when the topic may be viewed as a sensitive issue.

Presenters should deliver their speech from the heart with passion and enthusiasm for their topic. Simple presentation tips such as body language, speaking to time, eye contact and keeping it simple are vital skills. Overall, it is essential to smile, be proud and enjoy the experience!

The UTS: CCCC Experience

During 2013, the Centre for Cardiovascular & Chronic Care at the University of Technology hosted a ‘Mini 3MT®’ with the aim to prepare doctoral and masters students to present in the faculty 3MT® competition at the end of semester. The winners of the faculty competition go through to the University 3MT® finals and the University finalist to the Trans-Tasman 3MT® Finals. Where the Trans-Tasman finals combine Australia and New Zealand winners. There are significant prestige and cash prizes involved.



Centre participants in the mock 'mini- 3MT'

The preparation session involved doctoral students meeting for a three-hour session. The aim of the session was to:

- 1) Think about the significance and innovation of the study for the wider public
- 2) Develop skills in talking on the spot
- 3) Develop skills in managing larger audiences and time
- 4) Provide practical tips and tricks for public speaking
- 5) Brainstorm ideas and angles for individual presentations



People's Choice winner Sabine Allida

The session was well attended with five PhD students attending the first session. There was a second session hosted for two hours with a further five PhD students attending, the second session was more interactive and provided a platform for students to brainstorm and workshop ideas and exchange feedback. Overall, the sessions were supported by the invaluable feedback and assistance of the centre's four postdoctoral research fellows.

Success!

The same five centre students took part in the faculty competition that was combined with students from the Institute for Sustainable Futures and the Graduate School of Pharmacy. Centre PhD student Sabine was selected to represent the faculty at the University finals. Sabine proved a great choice to represent the faculty, going on to the University finals to win the People's Choice Award and \$1000!

Relevance to advances nursing in doctoral education

We have provided a case study of an innovative method of educational practice in developing communication skills. This method shows promise in enhancing communication skills of doctoral students when presenting their research study. Other nursing schools should consider integrating this experience in their doctoral curriculum.

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Finnish doctoral education in nursing science– Meeting the expectations of the scientific community and society

Sanna Koskinen, RN, MNSc, Ph.D. candidate¹

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Abstract: Doctoral education (Ph.D.) in nursing science has been arranged in Finland for nearly 30 years. The development of doctoral education studies has adapted over the years to the general progress of research on and education in nursing science in the country. Today, a doctoral degree in nursing science is valued based on the high applicant rates and employment figures. This article outlines the current situation in terms of eligibility for doctoral education, the components of the doctoral degree, supervision, and the internalization process in doctoral education.

KEY WORDS: doctoral education, nursing science, Finland

Introduction

The purpose of this article is to describe Finnish doctoral education in nursing science (Ph.D. degree). The examples presented in this article come from the University of Turku, but all Finnish universities offering doctoral education in nursing science follow the same principles in their postgraduate education.

In 2012, 1,660 candidates completed degrees at the doctorate level in all fields of science and arts in Finland (Official Statistics of Finland 2013). The first doctoral dissertation in nursing science was completed in 1984 in Kuopio, while the first dissertation was completed in Turku in 1990. The current number of doctorates in nursing science in Finland is approximately 300. In 2012, about 25 doctoral degrees were awarded.

The University of Turku Doctoral Programme in Nursing Science (DPNurs) was established in 2004. Currently, there are 75 doctoral candidates in the Turku Doctoral Programme. To date, the University of Turku awarded 90 doctorates in nursing science. (Department of Nursing Science 2013a.)

Background

There are 14 universities in Finland (Ministry of Education and Culture, 2013), of which five offer postgraduate education in nursing science:

University of Turku, University of Tampere, University of Oulu, University of Eastern Finland, and the Swedish-language Åbo Akademi University. Doctoral education in Finland is arranged according to the existing legislation (Universities Act 558/2009, Government Decree on University Degrees 794/2004), and the suggestions of different expert bodies, such as the Academy of Finland (2011), which acts as a science and science policy expert, are taken into account when developing doctoral education at the universities.

Each of the universities has a graduate school system, which creates the preconditions for guidance and an environment that is supportive of learning. The University of Turku has been educating people with the highest academic qualifications since the year 1640, when the first university of Finland, the Royal Academy of Turku, was founded. In 2011, the University of Turku Graduate School (UTUGS) was established in accordance with the recommendations of the Graduate School Working Group of the Academy of Finland (2011). All doctoral candidates are members of a graduate school. The university's graduate school consists of doctoral programs that are spe-

cific to the fields of science, art, and education. Currently, there are 16 doctoral programs covering all disciplines of the University of Turku. Together with the doctoral programs, the graduate school provides systematic and high-quality doctoral education on academic topics as well as on transferable skills and career planning. (UTUGS 2013.)

Unlike previously, doctoral candidates from different disciplines may today attend the same courses that were previously arranged within and for only a certain discipline. Mostly, these common courses concern transferable skills or equivalent skills, such as academic presentation skills, entrepreneurship, statistics, or research ethics. These common courses increase the candidates' understanding of the different scientific traditions and make it possible for them to exchange thoughts and discuss issues with other candidates more easily than in courses run only within a single discipline. Almost without exception, all of the common courses are conducted in English because a significant number of doctoral candidates at the University of Turku are foreigners. The various backgrounds of the candidates set demands for the lecturers to be able to teach comprehensively and in depth at the same time.

The university field is supplemented by university networks that for the most part serve as cooperation bodies for research and education units working in the same field (Ministry of Education and Culture 2013). In the field of nursing science, all five universities are part of the Doctoral Education Network in Nursing Science, which was established in 1995. The network is steered and coordinated by the Department of Nursing Science at the University of Turku. (Finnish Doctoral Education Network in Nursing Science 2013.)

Just as the graduate school courses within a single university provide opportunities for doctoral candidates in nursing science to make contacts with candidates from other

disciplines, the national network ensures that contacts are established between doctoral candidates in nursing science from different universities. The doctoral courses arranged by the Doctoral Education Network in Nursing Science are taught at all five universities based on each university's strong areas of research.

Eligibility for Doctoral Education

The right to pursue postgraduate studies aiming at a doctoral degree may be granted to a person who has attained a bachelor's or a master's degree or who has completed a Finnish or a foreign degree on a corresponding level or who is judged otherwise to have sufficient knowledge and skills to pursue such studies (Universities Act 558/2009). Foreign students regularly request the right to study in Finland. The number of foreign doctoral candidates in nursing science in Finnish universities is steadily increasing. The foreign students mainly come from European countries.

In addition to clear formal competency criteria, when applying for a right to study for a doctoral degree applicants must prepare a research plan for the doctoral dissertation and supplement it with a personal study plan. With respect to this requirement, doctoral candidates must first discuss doctoral dissertation work, supervision and other details related to the project with a senior researcher (professor, adjunct professor, or, in exceptional cases, another researcher who has completed a doctoral degree). (Academic Postgraduate Study Guide 2013-2015.)

The candidates' dissertations must be closely linked to departmental research projects. In the Department of Nursing Science at the University of Turku, the main research areas include the value basis and ethics in nursing, clinical nursing science, and gerontological nursing science, as well as research in a health care organization that is connected with the previous research areas

and health care education (figure 1). Senior researchers supervise doctoral dissertations as part of the research projects they are leading. The research projects include national and international collaboration together with other nursing science departments and disciplines. The research conducted at the department is carried out together with health services and educational organizations. (Strategy of the Department of Nursing Science 2011-2015.)

The doctoral program is entitled to set additional criteria for eligibility, which the applicants will be openly informed about (UTUGS 2013). The amount of funding granted for doctoral work is not an eligibility criterion for doctoral education, although ap-



Figure 1 Main research areas

licants are requested to present a funding plan along with a personal study plan (UTUGS 2013, DPNurs Study Guide 2013-2014). The majority of doctoral candidates in nursing science are completing their postgraduate studies and research part-time in addition to their paid work. All research funding from the grant foundations and associations for postgraduate work is highly competitive. There are only a handful of full-time positions available for doctoral candidates; these positions are salaried by the universities. There are certain periods to apply for the salaried positions and applicants must meet similar eligibility criteria as described previously. In contrast to the non-

salaried selection process, the DPNurs board evaluates the applications with the help of outside experts when necessary. Applicants may be invited to an interview by the board. (Department of Nursing Science 2013b.)

The main duty of the salaried doctoral candidates is to conduct the doctoral research. However, the work is also regarded as a researcher training. The position includes also some teaching and tutoring in the department's undergraduate program. When the doctoral candidates have gained enough competence, they also co-supervise the bachelor and master theses. They also participate in all the department's strategic and other development activities. If appointed, doctoral candidates also take part in various activities in the faculty and the university level.

Components of the Doctorate Degree

The aim of postgraduate education is to deepen doctoral candidates' understanding of their field of research and to help them achieve the ability to independently and critically apply the methods of scientific research and generate new scientific knowledge (Government Decree on University Degrees 794/2004).

Doctoral education consists of independent scientific research as well as theoretical studies. Doctoral candidates must complete the required postgraduate studies, demonstrate independent and critical thinking in the field of research, write a doctoral dissertation, and defend it in public (Government Decree on University Degrees 794/2004). The recommended target time for completing a postgraduate degree is four years of full-time study (UTUGS 2013, Academy of Finland 2011).

Theoretical Studies

Theoretical studies are quantified as credits according to the European Credit Transfer and Accumulation System (ECTS). Depend-

ing on the university, 20–60 ECTS credits in theoretical studies is required, with one credit corresponding to 27 hours of work. At the University of Turku, candidates are required to complete 60 ECTS in theoretical studies. Theoretical studies consist of courses and research seminars in nursing science (30-38 ECTS) and other supplementary studies (22-30 ECTS). Depending on the course, the focus may vary from research methodology to more clinically oriented issues. Examples of the nursing science courses are Research in Nursing Ethics, Nursing Education Research, Complex Clinical Interventions, Grounded Theory, Research on Persons with Memory Disorders and Children and Adolescents in Nursing Research. The supplementary studies include courses in transferable skills and a course in research ethics (2 ECTS); this course is compulsory (DPNurs Study Guide 2013-2014.) Also, studies completed in a country other than Finland are accepted if negotiated and agreed upon beforehand with the doctoral program.

Participating monthly in the research seminars is an integral part of the doctoral education. At the University of Turku, research seminars are arranged in the Department of Nursing Science and taught by the department's professors based on the research areas that they are responsible for. The doctoral candidates' supervisors are also strongly encouraged to participate. In the research seminars, doctoral candidates present various kinds of scientific papers concerning their studies, such as article manuscripts, plans for data collection, and the first drafts of instruments under development. The idea of the research seminar is to receive feedback, appraisal, and, naturally, support from one's peers and supervisors. Besides offering candidates' the opportunity to revise their work based on the feedback they receive, research seminars are regarded as safe situations to practice argumentation concerning one's work. The participation of the doctoral candidates in the different phases of their education enables the exchange of thoughts and views be-

tween more experienced and novice candidates. The sense of solidarity developed at the seminars helps doctoral candidates become more integrated with the scientific community.

The main language of instruction is increasingly English and this is regarded as natural in doctoral education. Some courses can be held in Finnish if there are no international participants present. However, typically English is also the language of instruction in these courses too so that candidates can practice their English. International guest lecturers are regularly invited and are welcomed to speak in several different courses. They may include top researchers in a certain subject area or methodology and the editors of globally leading nursing journals.

Dissertation and public defense

A doctoral dissertation is a comprehensive entity and it can be a monograph or a compilation based on international publications. All doctoral dissertations are published and most of them in nursing science consist of 4–5 international articles and a summary. The articles must have been published in journals that use a peer review system. The dissertation is published both in a printed format and in an electronic format in the university's publication series.

There must be at least two preliminary examiners for the doctoral dissertation manuscript. Doctoral dissertations in the form of a monograph always have three preliminary examiners. The purpose of the preliminary examination of the doctoral dissertation is to ensure that it meets the set scientific and formal requirements before permission is granted to defend it. (Academic Postgraduate Study Guide 2013-2015.)

In addition to satisfying academic tradition, the legislation also requires that doctoral candidates publicly defend their dissertation. For the public defense of the dissertation, there is typically one official opponent and a *custos*. The role of the *custos* (a Latin word) is to chair the public defense. The *custos* is

usually the main supervisor of the doctoral dissertation. The role of the opponent is to conduct the final scientific examination of the dissertation. During the public defense, the opponent asks questions from the doctoral candidate concerning the arguments or results presented in the dissertation and the doctoral candidate has to answer these questions. The preliminary examiners or the opponent can be from other countries. When the opponent is from another country, the defense is held in English. The course of the public defense is formal and it commonly takes around two hours.

The preliminary examiners and the opponent should at least be adjunct professors (docents) or have equivalent scientific merits (Academic Postgraduate Study Guide 2013-2015). The adjunct professor or docent is a person who has a Ph.D. degree or has corresponding scientific competence. In addition, one has acquired advanced scientific skills demonstrated through a substantial record of scholarly publication or some other manner as well as educational skills and merits. In the academic ranking, the adjunct professors are considered to be the first step after Ph.D. degree to professor.

Supervision of Candidate's Doctoral Dissertation and Education

Doctoral education is based on the guidance relationship between the doctoral candidate and the supervisor. Each doctoral candidate has a personal supervisor (UTUGS 2013). The main supervisor should have the competence of at least an adjunct professor or equivalent. The adjunct professor does not need to hold a position in the particular university to act as a supervisor.

The doctoral candidate and the research supervisor(s) agree, among other things, on the content of the doctorate, on the schedule, and on how the supervision will be implemented on a practical level. (Academic Postgraduate Study Guide 2013-2015.) The progress of the doctoral dissertation is followed regularly and the goal is that the doctoral candidate and the supervisor tenta-

tively schedule the forthcoming meetings at the beginning of each semester to support the candidate's progress. Supervision of the doctoral candidates is carried out in various ways, including face-to-face talks and web meetings and via telephone and email.

At the beginning of the doctoral education, a follow-up committee is put together. The follow-up committee is an extra resource of support and guidance in addition to the previously mentioned regular meetings with the supervisor(s). The main duty of the follow-up committee for doctoral education is to ensure the successful progress of the doctoral dissertation. The follow-up committee comes together about once a year on the initiative of the doctoral candidate. The committee consists of the doctoral thesis supervisor(s) and one to three other researchers who have a doctoral degree and who are familiar with the topic at hand. One of them must come from outside the doctoral candidate's own research group. The member(s) of the follow-up committee can be from other countries (Academic Postgraduate Study Guide 2013-2015.) At the meeting, the doctoral candidate discusses the stage of her or his research and studies; through discussion, the follow-up committee provides expertise and ideas on the subject matter and ideas about how best to carry out the research.

Internationalization in Doctoral Education

Science is international by nature and international contacts and collaboration play an integral role throughout the researcher's career, starting from the early stage of his or her doctoral education. Thus, doctoral candidates are actively encouraged to work at an international level. (UTUGS 2013.) One of the aims of doctoral education is to provide candidates with a readiness to work in an international research community (Academic Postgraduate Study Guide 2013-2015). Internationality provides opportunities to improve language skills and to learn

about work and research cultures in different countries. For doctoral candidates, knowing people in their research field is advantageous and an important part of becoming known in the field; it is especially important for their future career prospects. Importantly, informal contacts with international peers during the doctoral education process could result in life-long friendships. The tentative personal study plan can be adjusted if candidates wish to take some courses abroad or change their mind about participating in an exchange program as part of the doctoral education program.

At the University of Turku, the doctoral program in nursing science works in close cooperation with the European Academy of Nursing Science (EANS) and International Nursing PhD Collaboration (INPhD). As part of their primary activities, both organizations arrange intensive courses for doctoral candidates. The EANS courses are held in Europe and candidates can travel to different continents via INPhD. The courses focus on relevant topics for all doctoral candidates no matter what country they come from, like research methodology and academic writing and publishing. One must not forget the transferable skills accumulated when studying abroad either. Postgraduate students can also take advantage of the department's collaboration through the European Erasmus exchange programs and make use of the established international contacts of the universities, departments, institutions, and research projects (DPNurs Study Guide 2013-2014). Finnish universities have international offices serving doctoral candidates, teachers, and researchers either coming to Finland or going abroad. In addition, the Department of Nursing Science in Turku has a coordinator to aid in international affairs, which range from providing help in study planning to finding accommodations for students.

Conclusions

The future of Finnish doctoral education in nursing science is encouraging. There is a continuous need for doctoral education in

nursing science. The employment rates of doctorates in all fields are high, at more than 90 per cent throughout the last decade, and doctoral graduates in the medical and health sciences fields are the most employable (Official Statistics of Finland 2011). Those with doctorates in nursing science have obtained research positions at universities and teaching positions at polytechnics and they have been hired for various administrative, research, and planning positions in the health care system. There is, however, still a large need for those with a doctorate in clinical nursing, in nursing administration, and in business life. The Doctoral Programme in Nursing Science at the University of Turku aims to ensure high-quality teaching as well as a steady flow of new doctoral graduates each year. According to the agreement on target outcomes between the Ministry of Education and the University of Turku, the annual target in nursing science is four doctorates a year (DPNurs Study Guide 2013-2014.) Based on the number of doctoral degrees awarded in the last few years, the program has already exceeded expectations.

Correspondance

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Further information about the international cooperation partners:

European Academy of Nursing Science (EANS) <http://www.european-academy-of-nursing-science.com/>

International Nursing PhD Collaboration (INPhD) <http://www.med.utu.fi/hoitotiede/inphd/> http://www.med.utu.fi/hoitotiede/inphd/summer_school/

Doctoral Experiences

Nourah Alsadaan, University of Technology Sydney, Australia



Nourah Alsadaan

I am a first-year PhD student from Saudi Arabia. I am studying at the University of Technology Sydney (Faculty of Health) under the co-supervision of Professor John Daly, Professor Debra Jackson and Professor Patricia Davidson.

My research focuses on the leadership style of nurse managers working in Saudi Arabian hospitals. A devotion to improve leadership skills among nurse leaders is what drives me. Nurse Leaders can make it or break it; and what better way to make it than by using transformational leadership? My thesis will be based on the transformational leadership theory, which incorporates elements from transformational leadership as well as elements from transactional and laissez-fair leadership. Nurse leaders need to show passion and motivate their followers; they should lead by example.

After completing my PhD, I hope to return to Saudi Arabia to apply the knowledge I have acquired. I hope to change the perception of nurse leaders from 'What's this hullabaloo about the role of nurse leaders in nursing research?' to 'How crucial is the role of nursing leaders in charting a strategic direction for

Kulrawee Wiwattanacheewin, MSN, RN Visiting Scholar, University of Pennsylvania School of Nursing PhD Candidate in Nursing Science, Mahidol University, Thailand

I've come to the U Penn School of Nursing under financial support from the Mae Fah Laung University, Chiang Rai, Thailand, where I have worked since I graduated. As a short term Visiting Scholar at Penn Nursing, I've worked on my dataset and written up manuscripts under mentorship of Dr. Anne Teitelman.

After I received my diploma in nursing science from Buddhachinaraj Nursing College, Pitsanulok, Thailand, in 1992, I worked at the Boromarajonani College of Nursing at Phayao, which at that time was the province with the highest HIV/AIDS prevalence in Thailand. During that time, I learned about caring for people infected with HIV / AIDS, and about HIV prevention especially among young people. I also worked closely with other government organizations, NGOs, and community networks. In 1998 I received the MNSc degree from Chiang Mai University.



Kulrawee Wiwattanacheewin

In 2009, I began studying for a PhD in Nursing Science, Mahidol University, Thailand. I chose to focus my dissertation research on the "Prevalence and Intention to Use HIV Counseling and Testing among Thai Youth" because the National HIV/AIDS Strategic Plan allows youth little opportunity to access sexual and reproductive health services, including HIV counseling and testing service. In 2012, I am very proud to have had held an internship for the Interna-

Doctoral Experiences

tional Congress on Women's Health Issues (ICOWHI) held in Bangkok. There I was inspired by famous nursing professors, both national and international, to be a researcher, an educator and a provider to develop the best care for all people but especially for youth who are vulnerable for HIV.

I see the PhD program as an entry point and process to develop future health professional leader. There is a lot of learning as a doctoral student, but once I have a PhD, my learning will be not finished: I will continue learning by working. I hope to be a part of change to a better world in the future.

Lisa Hilmi MPH, RN Sr. Global Health Ambassador & PhD Student

University of Pennsylvania School of Nursing

Penn Nursing Global Health Affairs' Sr. Global Health Ambassador and 3rd year doctoral student, Lisa Hilmi returned from a May 2013 implementation trip in the Bome Valley, Cameroon, where she served as a technical mentor in gender, global health/hygiene, and community development, for engineering student engineers at the University of Pennsylvania's chapter of Engineers Without Borders (EWB). She led the students in conducting focus groups with women regarding gender perspectives of water, and health concerns of the community, such as HIV, malaria, respiratory problems and the politics of water access.

Lisa, Charles Morehouse (Penn Eng. '79), and the students collaborated with the local water authorities, and community members to improve the main water tank and enhance the sedimentation filter and catchment basins. The Bome Valley residents (population 20,000), now have improved water quality, with an increased storage capacity.



Lisa Hilmi

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Also accessible at: <http://www.nursing.upenn.edu/CGWH/Pages/Access-to-Water-and-Healthcare-in-Cameroon.aspx>

Doctoral Student Experiences

Gill Murphy, 4th year PhD student, University of Western Sydney, Australia

I am the Mental Health Coordinator with the Mental Health & Wellbeing Team, University of Western Sydney. My role focuses on offering clinical mental health assessment and suitable interventions to university students. Much of my role is to support study progression for students with mental health concerns, working with early interventions and recovery philosophies. I also work at an organisational strategic level, reviewing policies and procedures to support positive mental health.

I have been a Mental Health Nurse for seventeen years. I have worked in secure; acute; community and emergency mental health settings. I have had a research nurse position on a three year longitudinal study, examining health and social outcomes for people with mental illness. I am also a qualified nurse teacher, with past lecturing and teaching experiences at a university level.

During my past clinical and research roles, I felt that mental health care was often framed within an individual context, as opposed to a familial experience. This inspired me to undertake my PhD to further consider familial mental health experiences and care. I found there was a paucity of research focusing on adults who had experienced parental mental illness. There was a gap in knowledge of their longer term experiences, specifically their own parenting journeys.

I adopted a narrative methods approach to gather adult children's experiences of being parented and parenting. Thirteen adults who had experienced parental mental illness during childhood, who had not had any mental health history themselves, and who were parents themselves, met with me. Their narratives reflected childhood fear and isolation, which was compounded by negative social stigmas associated with mental illness. Disclosure of parental mental illness was very limited as families perceived potential judgments associated with familial mental illness. Participants noted that they felt they had lost or in the process of losing their own sense of self. There was evidence within the narratives that adult children dehumanised their parent, to differing degrees, as their own sense of self was altering.

Being a mum to an early teenager and a toddler, working full time in a busy and demanding role and studying a part time PhD, brings challenges. It keeps both me and my husband busy and on our toes, but it also means I have plenty to ponder on, when I need a moment or two day dreaming! In the future, I am looking forward to a continuing mental health clinical role, which is driven by research activity and projects to strive for the best mental health care we are able to offer to families.



Gill Murphy

What's New and Upcoming in Doctoral Education

Contributer: Laurel Eisenhauer, RN, PHD, FAAN , Boston College, USA

Bok, D. (November 11, 2013). We must prepare Ph.D. students for the complicated art of teaching. *The Chronicle of Higher Education*. <http://chronicle.com/article/We-Must-Prepare-PhD-Students/142893/>

Derek Bok, former President of Harvard University, discusses why we cannot “continue to learn teaching by doing and as have been taught.” Teaching has become a more complicated process needing formal preparation. He then proposes some approaches for doctoral programs to address this.

Leonard Cassuto, L. (November 4, 2013). Student-Centered Graduate Teaching. Most academics dream of teaching doctoral seminars. Why do we spend so little time thinking about how to do it well? *The Chronicle of Higher Education*. <http://chronicle.com/article/Student-Centered-Graduate/142791/>

Cassuto proposes that graduate level seminars should focus on student-centered learning and on “retention” and “transfer” of knowledge. He emphasizes that seminar leaders need to provide enough time for students to practice doing things with “material and not just “cover” the material.

INDEN BUSINESS

International Journal of Nursing Studies Award

- ◆ Award information coming soon.
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STTI-INDEN FELLOWSHIP

- ◆ Deadline is June 30, 2014
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INDEN Nominations and Elections

- ◆ Nominations of INDEN members are due February 28, 2014
- ◆ Ballots will be distributed March 1, 2014
- ◆ Elections will close March 8, 2014
- ◆ Email inden@jhu.edu with any questions

INTERNATIONAL POSTDOCTORAL FELLOWSHIP IN NURSING

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

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 (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.

What does the fellowship provide?

The fellowship provides a monthly stipend of \$1,760 (USD)/month for the 3 months of the fellowship. 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 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. The selection committee, composed of STTI and INDEN members, will locate appropriate settings using extensive contacts developed through the diverse membership of STTI and INDEN.

Number of Awards and Length of Fellowship Training

Three fellows a year will be supported; the fellowship 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.

INTERNATIONAL POSTDOCTORAL FELLOWSHIP IN NURSING

Terms of the Award

- Applicants must return 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, 2015**.
- The fellowship does not support travel or related expenses for accompanying adults or children.

Application Checklist – Deadline June 30, 2014

- 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.”]

Deadline

All materials listed under “Application Checklist” above must be sent to inden@jhu.edu with the subject heading “2014 STTI/INDEN Fellowship Application” and received electronically in **one pdf file by June 30, 2014**. 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 must begin within 3 - 6 months of selection.

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.

For More Information

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

If your country/province does not have a STTI chapter, please contact Ms. Beckie Schafer at beckie@stti.iupui.edu about how to apply for membership as a Nurse Leader. She is the Global Chapter Advisor for STTI.

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APPLICATION COVER SHEET

Download this application and **save** it on your computer. **Fill in** the information requested and **email** this page to: inden@jhu.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 _____

INTERNATIONAL POSTDOCTORAL FELLOWSHIP IN NURSING

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 signed and dated by the applicant and his/her employer.

To be signed by the applicant:

I, _____, a faculty member at _____ University am applying for the INDEN/STTI fellowship, for the 2014 – 2015 academic year. If selected, I understand that I will receive:

- a total of \$5,280 (USD) stipend (\$1,760 USD/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 will:

- return 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 2014 – 2015 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 _____