

Advances in Nursing Doctoral Education & Research

Official Journal of 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 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

Interdisciplinary Doctoral Education and Research

Rapidly changing technologies, increasingly complex health care delivery systems, and the multi-morbidities of aging are just a few of the factors that have created an urgent need for practitioners, educators, and researchers who can flourish on interdisciplinary teams. The Committee on Facilitating Interdisciplinary Research of the National Academies in the U.S. defines interdisciplinary research as, “a mode of research by teams or individuals that integrates information, data, techniques, tools, perspectives, concepts, and theories from two or more disciplines to solve problems whose solutions are beyond the scope of a single discipline or area of research or practice”(2004, pg. 2).



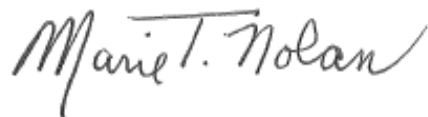
What is the role of doctoral education in nursing in promoting interdisciplinary science? By immersing ourselves in interdisciplinary science do we risk failing to advance the science of nursing? Or do such experiences reveal the unique contributions of the discipline of nursing? This issue of *ANDER* features papers by nurse scientists who are graduates of an interdisciplinary doctoral program on aging in Berlin, Germany (Johannes Gräske and Ines Wulff), one who is the graduate of a doctoral program in Public Health in the U.S. (Sharon Owens), and a sociologist from a university in Australia who writes about her experiences on sabbatical in a school of nursing in the U.S. (Michelle DiGiacomo). Together they provide unique insight into the value of interdisciplinary practice, education and research.

There are several strategies that can promote interdisciplinary approaches to nursing doctoral education and research. Encouraging young nurse scientists to do post-doctoral fellowships in areas that increase the depth or breadth of their knowledge in a particular field is one familiar strategy. For example, a nurse scientist who focused on self-management of chronic pain in predoctoral research might consider a post-doctoral fellowship in some aspect of neuroscience. Nursing doctoral programs can encourage multiple mentors across disciplines in the pre and postdoctoral phases of study. Schools of Nursing can hire faculty members from disciplines other than nursing, such as anthropology, sociology, or philosophy, to engage in teaching and mentoring nursing doctoral students. Schools of Nursing could choose to admit students from other disciplines into their PhD program. Finally, joint faculty appointments

Greetings from INDEN President

across schools and even universities can promote interdisciplinary collaborations, particularly when the joint appointments involve financial support and teaching and mentorship responsibilities.

We look forward to more information on new approaches to nursing doctoral education at **the INDEN Biennial Conference July 2015**. The theme will be, ***Innovative Models for Doctoral Education in Nursing*** and will be held just prior to the Sigma Theta Tau Research Congress in San Juan Puerto Rico. The main INDEN conference will be held at the University of Puerto Rico with a reception at the STTI conference hotel.



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Letter from the Editors

Greetings to our Readers,

Interdisciplinary doctoral education is a timely topic and the theme of this issue. It has been strongly encouraged, for example, by government agencies (e.g., the National Science Foundation and the National Institutes of Health) and universities. The recommendations from different agencies are often based on the idea that integrating the perspectives of different disciplines is necessary for developing meaningful answers to complicated problems. However, today we still have limited knowledge and understanding of the benefits and challenges of interdisciplinary doctoral education and thus it is important to learn more about peoples' experiences from these programs. Is inter-, trans- or multi-disciplinary doctoral education promoting, for example, creativity in research? The answer is 'yes', after reading a recent article published by Amanda Cravens and colleagues (Cravens et al. 2014). This article focuses on reporting interesting aspects of how successful interdisciplinary scholars understand their research process and how they mentor students through research. The 'take-home-message', that this article emphasizes, is the importance of reflecting, iterating, and tolerating ambiguity during the creative process of scientific and scholarly research for doctoral education.

The articles and student perspectives in this ANDER issue have been organized around the theme of Interdisciplinary doctoral education. In the peer reviewed section we have five papers. The first article, written by Dr. Johannes Gräske and Dr. Ines Wulff, is a discussion of the doctoral nursing education in an interdisciplinary gerontology doctoral program in Germany. The second, a brief research article, written by a doctoral student Jing Li and her mentor Dr. Zheng Li, describes interesting, innovative dissertation research from China with the focus on developing and applying a theory-based internet intervention model for people at high risk for type 2 diabetes. The third article discusses a challenge that doctoral students may have to recruit participants and complete data collection in a timely manner. In this paper, Jiayun Xu (doctoral student) and her advisor Dr. Hae-Ra Han provide an idea and concrete suggestions for doctoral students hiring a research assistant and what aspect of a doctoral mentor-student dyad can support this process. In the fourth article Dr. Sharon Owens is writing about her path for choosing a doctoral degree education in public health. The key point of this paper is that doctoral education in nursing and other disciplines, such as public health, will enrich the education of nurses to meet many challenges to advancing the health of populations. In the fifth article, Dr. Michelle DiGiacomo, is writing about a research sabbatical abroad, and within an interdisciplinary context, as an opportunity for global collaboration and as a necessity to address health chal-

lenges and to foster professional development of researchers.

We are also publishing eight student perspectives in this issue: five of these have been submitted from the University of Pennsylvania (USA) and one from the University of Villanova (USA). The last two perspectives, representing PhD medical science students, are from the Centre for Cardiovascular and Chronic Care, University of Technology Sydney, Australia

The What's New in Doctoral Education section, of this issue highlights the aspects of socialization of early stage researchers in trans-disciplinary research. Another item refers to an academic career coach's respond to an inquiry about impact of having an interdisciplinary doctorate on finding an academic position. The author presents ideas and suggestions on how to strategize in applying for positions.

We once again urge that the readers of the ANDER send feedback to us. We are also encouraging the submission of manuscripts for the peer review section and welcome the submission of perspectives from doctoral students and faculty. The deadline for the next issue is December 1, 2014. Deadlines for the following issues are April 1, 2015, September 1, 2015, and December 1, 2015.

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Doctoral Nursing Education in an Interdisciplinary Gerontology Doctoral Program

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Abstract: Interdisciplinary approaches are essential to improve the care of vulnerable older persons. In order to meet this issue the Robert Bosch Foundation launched an interdisciplinary doctoral education program at the Charité-Universitätsmedizin Berlin. The aims of the interdisciplinary doctoral program were to educate young researchers in an interdisciplinary approach and enable them to face the challenges of multimorbidity in old age in an adequate and professional manner. There were six nurses in the doctoral program in addition to students from different disciplines including psychologists, physiotherapists, occupational therapists, a sociologist, and a physician. In Germany, obtaining a doctoral degree in nursing sciences is still not common. Only a few programs are available that provide this opportunity. In the future, additional doctoral programs should be established in order to enable more nurses to work in science and conduct research projects. For graduates, working opportunities in the field of nursing research as well as nursing practice need to be improved.

Keywords: Multimorbidity, Old Age, Doctoral program, Interdisciplinary, Nursing

Introduction

Due to worldwide demographic changes, today people are living longer than in previous generations. The United Nations show that the global share of older people (aged 60 years or over) increased from 9.2 per cent in 1990 to 11.7 per cent in 2013 and will continue to grow as a proportion of the world population, reaching 21.1 per cent by 2050. Older persons are projected to exceed the number of children for the first time in 2047 (United Nations (Department of Economic and Social Affairs, 2013). However, age is a strong risk factor for developing simultaneous multiple chronic diseases and prolonged consequences of injuries (Barnett et al., 2012). This situation is known as multimorbidity. Major results of this phenomenon are: functional impairment, poor quality of life and high health care utilization and costs (Marengoni et al., 2011). While research on measuring these

conditions is improving (Akner, 2009), more work is needed to support health care delivery and clinical decision making (Muth et al., 2013). Care of older adults who often experience multimorbidity requires comprehensive approaches involving multiple disciplines such as medicine, nursing, and social work. While some countries have already adopted interdisciplinary approaches in caring for older adults, such an approach is lacking in Germany (Foguet-Boreu et al., 2014). Interdisciplinary approaches to research and practice are needed to guide the development and implementation of new ways of caring for the growing aging population across the globe. Because in Germany interdisciplinary approaches are lacking, the Robert Bosch Foundation launched an interdisciplinary doctoral education program at the Charité-Universitätsmedizin Berlin. The purpose of this

paper is to describe the current approach to interdisciplinary doctoral education in Germany and address the strengths and challenges of this approach.

Doctoral Nursing Education in Germany

In Germany, nursing education is predominantly organized as a three-year hospital-based training. In the middle of the 1990's, the first academic degree programs were launched. Within these programs, educated nurses had the opportunity to graduate with an academic degree, for example, at the Hamburg University of Applied Sciences. In the middle of the last decade, the first programs started primarily educating nurses. These graduates earned a Bachelor's degree without a requirement to pass hospital-based training. However, academic programs in nursing sciences are usually based at universities of applied sciences. Professors at these institutions are not allowed to promote students to a PhD. Therefore, graduates of nursing sciences depend on collaboration with professors at universities to do research and to advance their training.

Throughout Germany, only five universities offer doctoral education in nursing sciences. Often, it is quite difficult to get in contact with those professors to start a PhD project as a student (Wolf-Ostermann, Meyer, & Gräske, 2014). Due to this issue, compared with other countries, doctoral nursing education is still hardly present in Germany. At the Charité, in the last five years, only twelve nursing scientists finished their PhD (Dissertation Office, 2014). Some graduates connect with other disciplines, e.g. sociology. Therefore, graduate schools are an option for nurses to consider pursuing doctoral studies. Besides the program "Multimorbidity in Old Age" described below, other universities are also offering PhD degrees in nursing and organized programs for PhD students, e.g. at the University of Vallendar.

However, the only other program focusing on an interdisciplinary approach to investigate the care of the elderly is the "Network Aging Research" at the University of Heidelberg. Originally, it did not focus on nursing sciences, but many nursing graduates did attend this program. The "Network Aging Research" has established a graduate program focusing on dementia, which has been also funded by the Robert Bosch Foundation.

Since 2013, the University of Witten/Herdecke has offered a three year PhD program in nursing science primarily for nurses. In order to achieve improved international connectivity and to foster the prospects for research, the program was designed with the degree Doctor of Philosophy (PhD). The PhD builds on the Master's degree and therefore supplements the system with Bachelor's and Master's degrees. Graduates will be prepared by studying for careers within the university and non-university, scientific management positions.

Interdisciplinary Doctoral Education Program "Multimorbidity in Old Age"

This doctoral program started in 2004 and ended in 2012. It was launched, in order to improve the doctoral education in health care professions. The focus of the first cohort (2004-2008) was on nursing topics, the second cohort focused on interdisciplinary topics in multimorbidity. Different professional perspectives on problems of multimorbidity in old age characterized this doctoral program. Supervision of the dissertation projects was carried out by representatives of various health-related disciplines, such as nursing and health sciences, sociology or psychology (see Figure 1).



Figure 1: Disciplines and Subjects of the PhD Program

The program is framed in a multidisciplinary approach and focuses on three different perspectives. (1) Clinical Perspective: Distinctive to this perspective is the development of concepts of and trial of clinical interventions especially by non-medical disciplinary like occupational therapy or physiotherapy. (2) Care provision perspective: Subject of this perspective is the appropriate provision of health care and support to older people with Multimorbidity. (3) Care recipient perspective: This perspective focuses on needs and expectations of older people in regard to medical and health care services; quality of life and autonomy are significant in this context.

Program Organization

The aims of the interdisciplinary doctoral program “Multimorbidity in Old Age“ were:

a) to educate young researchers in an interdisciplinary approach and enable them to face the challenges of multimorbidity in old age in an adequate and professional manner,

b) to particularly promote university graduates of various health professions, and

c) to contribute to so far understudied issues of multimorbidity in old age.

This doctoral degree program prepared students to undertake careers focusing on discovery of new knowledge within research and on teaching and scholarship. The dissertations contribute to sustainable cooperation and collaboration of research community and professionals in health care practice, including joint publications and symposia, providing also opportunities for sharing professional information or info regarding open vacancies (Wulff et al. 2011).

This program was led by Director Spokeswoman for the PhD Program, Professor Adelheid Kuhlmeier, PhD, Director of the Institute for Medical Sociology at the Center for Humanities and Health Sciences at Charité–Universitätsmedizin Berlin. Dr. Stefan Blüher served as chief executive officer. There was an advisory board including five senior international researchers with various scientific backgrounds.

Program Requirements

All doctoral students in our program attended a 3-year (6 semester) study program that aimed at preparing them systematically and soundly for new challenges in a broad range of areas within the public health care system. The study program consisted of eight mandatory thematic modules, supplemented by five voluntary modules (see table 1). Learning requirements included presentations, teaching and writing applications. Additionally, key qualifications such as presentation techniques and scientific writing as well as methodological competence were trained.

Table 1: Curriculum Table of the PhD Program Multimorbidity in Old Age“, 2008-2012

Modules	SW S	WiSe 2008/09	SuSe 2009	WiSe 2009/10	SuSe 2010	WiSe 2010/11	SuSe 2011	WiSe 2011/12	Taught by	Institution
1: Methods* a) Quantitative b) Qualitative	4	2		2		1			Statistician, Sociologist	Institute of Biometry and Clinical Epidemiology, University of Applied Sciences
2: Nursing Science*	2			1	1				Nursing scientist	Center for Human and Health Sciences
3: Gerontology*	1		1						Nursing Scientist, Sociologist, Gerontologist	Charité, Institute for Medical Sociology
4: Geriatrics*	1				1		1		Geriatrician	Research and Study Program on Geriatrics
5: Health Psychology*	2	1			1				Psychologists	Free University Berlin, Department of Education and Psychology
6: Elective Subject*	3								Depending on subject	
7: Scientific Writing*	2	0.5			0.5	1			Nursing Scientist, Sociologist	Charité, Institute for Medical Sociology
8: Work in Progress*	5		0.5	1	1	1	1	0.5	Director spokeswoman	Charité, Institute for Medical Sociology
9: Scientific English Writing+	4		1	1	1	1			Physician (native speaker)	
Total	24	3.5	2.5	5	5.5	4	2	0.5		

*Required, + Suggested; WiSe= Winter Semester, SuSe= Summer Semester

Beside regular lectures (e.g. in nursing sciences, research methods), there were also so called work in progress seminars held on a regular basis. In these dissertation seminars, graduates had the opportunity to continuously present the progress of their projects and critically discuss them with fellow researchers and senior supervisors. Having so many different professions in the program allowed for diverse perspectives and interdisciplinary reflection of

(problematic) issues of the graduates' work.

To finish the PhD, students had two options - to write a regular thesis or to choose a three-manuscript option. The latter is an opportunity to submit three or more manuscripts, with three being accepted for publication in peer-reviewed journals. At least one manuscript has to be submitted as a first author by the student.

Since starting the PhD program in 2008, the graduates have produced about 25 publications, in addition to their three dissertation articles, on average. One nurse has chosen the manuscript options and has published fewer articles instead. The graduates have not only published their manuscripts for dissertation. Additionally, they have been working in other research teams and disseminated their study results in international and national scientific journals.

Program Description

There were six nurses in the doctoral program in addition to students from different disciplines including psychologists, physiotherapists, occupational therapists, a sociologist, and a physician (Wulff et al., 2011). Predominantly, students got a stipend for graduating this program. Students within the doctoral program usually joined a research team of a faculty member, either at the Charité or another institution and worked at their own research project for their dissertation within this team.

Program Outcomes

The nurse graduates of the program have gone on to hold various positions. Graduates of our program are engaged in interdisciplinary coordination of care, research and nursing education. They are employed by organizations such as the Universities (research projects as well as teaching), training center for non-academic nursing education, and hospitals. All graduates benefit from the experiences they gained while attending the PhD program and the subjects of the program will be continued and enhanced.

Program Strengths and Challenges

A distinct strength of the program was the continuous and interdisciplinary coursework. Especially, invited external experts for certain topics brought benefits to the students.

Due to publication option for the dissertation, doctoral students were prepared for publishing in scientific journals and to promote the accessibility of knowledge to a broader community. The experiences during the review process taught the students to critically revise their manuscripts and continually improve their writing. Certainly, another strength of the PhD program was the international orientation. As described previously (Gräske et al., 2011), two of the nursing graduates and one medical doctoral student got the chance to visit the Johns Hopkins University School of Nursing. Also, nursing graduates as well as other graduates actively participate in international gerontological conferences across Europe and the United States. Some issues were challenges and opportunities alike: One challenge within the program was the dissimilar use of specific terms, for example, the physician had a different understanding of 'primary prevention' than the sociologist. So, lively discussions during the seminar work in progress helped to widen the horizons and getting new perspectives on certain subjects. Furthermore, all graduates had to work out their own dissertation project and had to face scientific and academic requirements. Likewise, they had the opportunity to learn from each other and exchange experiences, not only during seminars. Another disadvantage was that not all of the graduates were located at the same campus and had their offices at other institutes. Besides this, doctoral students did not start their dissertation projects at the same time. Allowing various times of entry into the program provided flexibility for some, but did not create the solidarity of a cohort of students. Therefore, communication

between all graduates was limited.

Summarizing, the PhD program assisted all students to gain ground in the scientific community and encouraged them to participate in interdisciplinary field of research and clinical practice of care for the elderly with multimorbidity.

Future of doctoral nursing in Germany

Due to the short history of nursing science and doctoral nursing programs in Germany, there are various challenges. Although there is a German Society of Nursing Science the number of members is quite small in comparison to other scientific societies such as medicine or psychology. Apparently, nursing science still require more acceptance as an independent science. Interdisciplinary doctoral programs might be a chance for nursing sciences to be more established in the field of science.

A further challenge is to establish sustainable doctoral programs in nursing sciences. So far, programs lasted approximately four years or have been founded for a few years only as a pilot scheme. Ongoing doctoral programs would certainly increase the number of doctoral students and consequently foster a nursing science community.

To attain higher levels of professional respect and in order to achieve improved international connectivity, doctoral programs need to also focus on an international exchange. PhD students should consider studying abroad to learn about different health care systems. Additionally, international professors might be invited to give lectures or presentations within the programs; this would be inspiring to PhD students and offers the opportunity to connect with students from different countries.

The connection between professors of universities with those from universities of applied sciences needs also be improved in Germany. Cooperation would make it easier for future nursing scientists to find a supervisor for their dissertation, for example.

Furthermore, right now, there are only few possibilities to get funding for research projects in nursing sciences in Germany. Nurses who have undertaken doctoral nursing education are vital for research in the elderly to address current gaps in research. Nursing scientists are limited in their ability to conduct research projects because of restricted funding. Moreover, in Germany, only professors are enabled to apply for funding, not students. Increasing funding opportunities might also facilitate more excellence in nursing science and allow a higher number of nursing graduates to obtain a doctoral degree.

Besides, the so called tenure tracks have not been implemented in Germany yet. This would give postdocs a perspective to upgrade their education, study further, and get the opportunity to become a professor eventually. According to the German law the time as a research associate at university is limited to six years. After this time, the university has to give an undated contract or the associate has to be dismissed. However, universities avoid unlimited contracts due to economic reasons. Also institutions in health care practice do not employ PhDs in nursing sciences; there are hardly any working positions for nursing scientists in health care, e.g. hospitals or community care. However, this would be essential for dissemination of knowledge obtained from research projects into the daily practice. If one person with a doctoral degree is employed, the institutions usually do not honor the higher education with an appropriate salary.

Doctoral education in Germany is still at the beginning. Especially, interdisciplinary doctoral education is quite uncommon. The Ph.D. program 'Multimorbidity in Old Age' has certainly set a milestone and might serve as an example. All nursing graduates found their 'niche' and got distinguished positions where they can serve as multiplier and foster the growing doctoral education in nursing.

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Dissertation Research with a Large Number of Patients

Jing Lee¹, PhD Student, MSN, Zheng Li¹, PhD, Associate Dean
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Abstract: For nursing doctoral education, the innovation and the practicality of the research program are very important. There are special challenges involved in seeking to resolve health problems in a large number of patients. The doctoral student Jing Li, MSN and her mentor Zheng Li, PhD are committed to developing and applying a theory-based internet intervention model to prevent or delay diabetes for people at high risk for type 2 diabetes.

Key Words: Innovation, Diabetes Prevention Program, Internet Intervention Model

In China, the prevalence of diabetes has increased significantly in recent decades with the estimates of 50% for pre-diabetes, a condition that occurs before the development of diabetes. Many studies have demonstrated an association between lifestyle modification interventions and reduced risk of progressing to diabetes in patients with pre-diabetes. For example, the Diabetes Prevention Program (DPP) has been highly effective in decreasing the risk of diabetes in a high risk population (risk reduction of 58%). Although such traditional diabetes prevention programs established the efficacy of lifestyle modification intervention, the practicality of offering such intensive interventions in practice is questionable. Time limitation, high cost, conflicting priorities at work, transportation constraints and limited physician training and resources have been reported as the main barriers to incorporating lifestyle modification counseling into routine preventive medicine. An innovative internet intervention program has been developed for its easily access, flexibility and lower cost. Based upon their years of experience and expertise in nursing education and practice, Dr. Zheng Li and her student proposed and developed a theory-based internet intervention model, in an attempt to fill the gap in the theoretical underpinning of internet interventions.

Their research included three parts: theory-based internet intervention model development, theory-based internet intervention network platform construction and model validation. During the past year, they have primarily developed a trans-theoretical model (TTM)-based internet intervention model based on theoretical analysis and literature review. They commissioned a software development company to construct the theory-based intervention network platform. Under consideration of patients' needs and diabetes experts' perspective, interviews with patients and seminars with experts were convened respectively. When the intervention platform is completed, researchers will undertake a pilot randomized controlled trail on about 50 participants with pre-diabetes to validate the effect of the theory-based internet intervention model. Participants in the RCT were recruited from a diabetes clinic with their informed consent.

If the intervention is successful, many individuals and families may benefit from this theory-based internet intervention program. The preliminary results will be reported at the beginning of the next year.

Finding Dissertation RAs within a PhD Student's Budget

Jiayun Xu¹, PhD(c), BSN, RN Hae-Ra Han¹, PhD, RN, FAAN

¹Johns Hopkins University

Abstract: Participant recruitment can be a challenge to researchers, especially for those with limited resources and time. Doctoral students may need research assistants to recruit participants and complete data collection in a timely manner, but lack the experience and skills to find appropriate help for hire. By working closely with an adviser or mentor, doctoral students can successfully hire and lead a team of research assistants. This article provides concrete tips for doctoral students when hiring research assistants, and perspectives from a doctoral mentor-student dyad.

Key words: Doctoral student, recruitment, dissertation, research assistants

Student Perspective:

Doctoral students conducting dissertations requiring primary data collection may need to hire research assistants (RAs). Although hiring staff can be challenging, the experience can be a valuable leadership learning opportunity. Other benefits for doctoral students include: (1) timely completion of a doctoral degree, (2) learning how to foster collaborations between graduate and undergraduate students, and (3) developing skills in hiring, training, and monitoring research teams. Below are some tips for overcoming potential challenges when locating, hiring, and training RAs from a doctoral student who recently hired three RAs for a mixed methods dissertation study.

Steps to locate, hire, and train RAs

1. Determine how many RAs are needed.

This is a good time to review recruitment tracking records to identify which days and times RAs are needed. For instance, if the majority of eligible patients are available on Mondays and Fridays then it is ideal to have RAs work on those respective days.

2. Identify key traits needed for the RA to be successful.

Think about what types of personality traits, experiences, and/or requirements (e.g., access to transportation) potential candidates must have for the position. Some questions to consider include:

- (1) If required, does the RA have a car to commute?
- (2) Is past experience in human subjects research required or preferred?
- (3) Does the potential candidate's availability fit the work schedule?

3. Define a research budget to determine the exact hourly compensation for the RAs. Consider accounting for pay raises if RAs are working for an extended period of time. Some academic centers provide student employment guidelines on how much students should be compensated in accordance with the type of work. For example, students doing work requiring little training (e.g., organizing printed study material into folders) are paid less than students requiring more training (e.g., consenting and administering surveys).

4. When writing the advertisement: be clear and concise. Use lay terms; avoid jargon. In-

clude: (1) a brief description of the study, (2) job expectations, (3) workload and schedule, (4) prerequisites/training requirements, and (5) contact information. Consider including what the position offers to potential candidates (e.g., professional development, clinical experience, manuscript writing/authorship, leadership opportunities, and training).

5. Interviewing candidates. Develop a strategy to quickly eliminate ineligible candidates based on the key traits identified in step 2. If potential candidates cannot meet the workload and schedule requirements for the position, then they can be easily eliminated. Employers can also quickly eliminate potential candidates by requiring a copy of the resume for review prior to scheduling an interview.

6. Training RAs. Be clear on what constitutes training (e.g., online modules, hands-on training, classroom learning) and when training is required. If the study involves human subjects, your RAs will most likely have to complete human subjects research training. Contact the Institutional Review Board (IRB) office to determine the requirements.

Potential barriers & strategies addressing these barriers

1. No money

Acquiring dissertation funding to pay RAs can be challenging as doctoral students. Fortunately, nursing organizations, foundations, and government programs offer funding assistance to doctoral students. Within the United States, doctoral students can apply for grants and awards specific for dissertation research through organizations such as the National Institute for Nursing Research (NINR), American Nurses Foundation (ANF), and Southern Nursing Research Society (SNRS). Internationally, Sigma Theta Tau International (STTI) offers research awards. However, if funding is still

insufficient, below is a list of practical strategies doctoral students can employ to hire RAs on a tight budget:

- If training is a prerequisite for employment, RAs do not have to be paid during training. Be sure potential candidates are made aware of this in the advertisement or during the interview.
- Undergraduate students are usually competent and can be inexpensive workers. Students who are in health related majors (e.g., biology, pre-medicine, psychology, and nursing) may be especially interested in research. To find these students, (1) contact their academic advisers/core course teachers, (2) advertise in areas with high student foot traffic, and/or (3) advertise in an undergraduate newsletter.
- Consider targeting undergraduate students with majors that require research credits for graduation. Keep in mind that some students need research credit in one semester but not another. For instance, a student may be hired to work for pay in the summer and for credit during the fall semester.

2. No time

Finding, hiring, and training RAs is time consuming, especially if the study has a complex study protocol. Before hiring RAs, doctoral students should carefully evaluate the time commitment required to hire, train, and supervise RAs against the time to complete the dissertation without RAs.

3. Training multiple RAs

If multiple RAs are hired, it can be challenging to ensure consistent training. Create a

detailed study protocol, and use the same study protocol to train each RA to ensure training consistency. The study protocol is a living document that evolves and serves as a guide for RAs. If possible, RAs can be trained in a group setting; however, this strategy may not be possible if space is limited (e.g., hospital units).

4. Problem Solving as a team leader

When working as a team, interpersonal conflicts and study problems may arise. Newly hired RAs may not openly report problems when they occur in the field. This can be especially detrimental if a problem is related to a study protocol deviation, which may need to be reported to the IRB. Employers should establish an honest environment and practice open and constructive communication. For instance, if a RA reports misplacing a paper with human subjects information, the RA should be thanked for reporting the problem. Then the employer and the employee should cooperate together to resolve and prevent the problem from occurring again. By problem solving as a team, RAs feel more valued as employees and the team feels more cohesive.

Faculty Mentor Perspective:

Assuring adequate number of study participants, without exception, has direct relevance to the methodological rigor of human subjects research. Without adequate sample size, the ability of a test to correctly accept the alternative hypothesis when the alternative hypothesis is true (we call it, statistical power) is uncertain. It is not surprising to find numerous articles that talk about how to recruit participants in a research study. Indeed, using recruitment strategies and participants as search terms, a quick PubMed search yielded

1,000+ articles published since 1979. Despite added knowledge, the reality is that recruitment can be a challenge to any researchers, especially those with limited resources and time such as doctoral students.

Some doctoral students choose to do a secondary analysis of data with or without additional data collection (often, qualitative in nature) to minimize such a challenge, while others do whatever they can to meet their recruitment goals for primary data collection. Secondary analysis of data is becoming increasingly popular among doctoral students and in some cases, encouraged by their mentors. However, secondary analysis of data may not be accepted by every doctoral program in the United States and abroad to make up a dissertation study. Another core challenge in using an existing dataset involves the data fit with the purpose of the new study.

When primary data collection is chosen, the student and the faculty mentor can work together to develop a recruitment plan which would require constant monitoring and modification, as necessary. As the faculty mentor of a student who is currently conducting primary data collection for her mixed-methods dissertation study, I believe hiring research assistant(s) can be a good strategy for a student-mentor team to consider in facilitating timely recruitment and completion of a quality dissertation. There are other added benefits to note. In addition to offering stronger motivation to the student to put in a grant to support his/her own research assistant(s)—which will strengthen the student's CV—the recruitment process using research assistant(s) can become a great learning opportunity for the student to develop his/her research leadership skills. For example, in order for a doctoral student to adequately utilize his/her research assistant(s), the student needs to train one's research staff, moni-

tor their human subjects compliance and fidelity with the study procedures, hold research team meetings, and maintain adequate recording of study progress and data, all of which are anticipated roles when a student launches an independent research career as a PhD-prepared nurse scholar. With hands-on help and supervision of the faculty mentor, the student can develop these research leadership skills in advance in an environment where he/she can be supported and such activities can still be considered a part of one's doctoral training.

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Choosing the Path for a Doctoral Degree in Public Health

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Abstract: The twenty first century has brought many challenges to advancing the health of populations around the world. Nurses have a key role in educating and providing comprehensive, compassionate care for people to manage and prevent complex diseases. Nurses prepared at the doctoral level in nursing and other disciplines, such as public health, will enrich the education of nurses to meet these challenges.

Key Words: Public Health, Epidemiology, Populations

Introduction

The twenty first century brings many challenges to advancing health care throughout the world. Nurses are a vital part of the health care delivery system. Yet American Association of College of Nursing (AACN) survey data shows that U.S. nursing schools turned away 78,089 qualified applicants from baccalaureate and graduate nursing programs in 2013 (AACN 2014). One reason cited for this is insufficient numbers of faculty in schools of nursing (AACN 2014). It is imperative for nurses to be educated at the doctoral level to not only educate health care professionals, but to manage complex health systems, advance the science, and develop health policy. Nurses need to collaborate with individuals in all professions to meet the needs of patients and populations. These skills can be gained in doctoral programs in nursing and other disciplines. Nurses with doctoral degrees in a variety of disciplines will assist with the development of strong professionals ready to meet the needs of health care for populations.

Interest Focusing on Public Health

When I completed the Bachelor of Science in Nursing (BSN) degree, I worked in an acute care setting. I had a vital role in assisting people with their health needs, educating patients and their families, and improving their overall health, one person and family at a time. I received a Master of Science in Nursing (MSN) degree with a clinical nurse specialist focus as I felt I could participate in research and educational activities which would give me the opportunity to affect more people, nurses and patients. As I gained experience and began to consider the idea of studying for a doctoral degree, I examined my goals. I wanted to gain an understanding of the course of diseases and disability and how this affected communities and populations. The philosophies of the School of Public Health and School of Nursing are similar in that both seek to educate scholars to develop and conduct research to advance health. I also wanted to gain insight in to how researchers in other fields studied health needs of populations and worked to advance health. I wanted to gain a perspective about disease prevention, research, and education from people in other disciplines. Since its founding, the Johns Hopkins Bloomberg School of Public Health (SOPH) has focused on advancing research, education, and practice to create so-

lutions to public health problems around the world.

Receiving an education from the SOPH increased my perspective regarding the avenues for improving health for a variety of populations and in many different ways. I was exposed to a variety of subject matter which included epidemiology, statistics, research design, and public health policy.

The policy courses I took focused on injury prevention and public health preparedness. Students receiving a PhD from the SOPH complete one to two years of full time course work (approximately 60-80 credits) and on average spend 3-5 years writing a dissertation. Part time students may complete the dissertation in 5-7 years. All students complete a core curriculum which includes courses in epidemiology, advanced biostatistics, research design, health care management, and education. Depending on the individual program and department, additional course work in disease specific epidemiology and statistics are taken. I was in the Department of Environmental and Occupational Health and took courses in occupational and environmental health, cardiovascular epidemiology, and toxicology. These courses increased my knowledge of concerns for people in many different work environments.

Throughout my educational experience in the School of Public Health, I learned from the formal teaching but also gained an understanding of the world's needs through my interactions with other students. Students come from diverse cultural and professional backgrounds. Hearing how someone cared for patients with illnesses in countries with minimal resources or in the midst of war gave me a picture of creative ways to deliver health care. This has broadened my ability to see the patient and populations and how to meet their needs. My education was rich because of the people in my classes. I still remember some of the things peo-

ple said that have made me take a completely different look at situations. For example a person from a developing country was doing a presentation about her native country and started by showing slides of the beautiful country side and people. She said so often the pictures shown of developing countries were of starving children and war torn lands but these countries also had grace and beauty. It makes a difference when you recognize that people around the world are very committed to their countries, no matter how many problems, and why they stay. These interactions enhanced my ability as a nurse to see people of various cultures and how their experiences in life make them unique.

I was supported by people in different disciplines such as Industrial Hygiene and Occupational Medicine during my path for a doctoral degree. I was also fortunate to have two doctorally prepared nurses as my mentors. They were instrumental in guiding me on my path to bridging my background as a nurse and my goal to understanding how to influence the health of populations. I also had nurse mentors as fellow students and within the School of Nursing. In many ways I was able to benefit from both the public health and nursing academic environments as I pursued my research topic which was the ability of people with and without neurocognitive deficits after coronary artery bypass surgery to return to work, activities of daily living, and their hobbies.

Conclusions

Nurses must be prepared at the doctoral level to be able to manage the complex

health systems in today's environment, to assist with developing policies, and research. They must also be able to collaborate with individuals in all professions to design health care systems that meet patients' needs. Given the concerns related to the nursing shortage and the shortage of faculty, having nurses prepared at the doctoral level in a variety of fields, I believe, will contribute to the quality of nursing education and to advancing health of populations around the world.

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Making the Most of Your Research Sabbatical: Research Sabbaticals as opportunities for productivity and serendipity

Michelle DiGiacomo, Bachelor of Arts (UMASS), Master of Health Science (Hons) (USyd), PhD (USyd)

Abstract: Engaging in opportunities for global collaboration is necessary to address health challenges and to foster professional development of researchers. In this article, I describe the processes and potential of research sabbaticals to inspire and facilitate collaboration. I draw upon some of my experiences to highlight potential and pitfalls when planning a sabbatical.

Key Words: Research sabbatical, professional development, collaboration, global health

Introduction

Global health challenges require innovative, yet contextually appropriate solutions. One way to foster such innovation is through engaging in opportunities for global collaboration. In this article, I aim to describe the processes and potential of research sabbaticals to inspire and facilitate collaboration, using an illustrative example. A sabbatical is an extended absence and change from a normal work routine to achieve pre-specified goals and engage in professional development. The term is frequently associated with university academics who use this time away from teaching duties to study or conduct research at a location other than their usual workplace. Some institutions offer this opportunity upon the seventh year of employment, making reference to the biblical connotation of the root term 'Sabbath', although others provide this opportunity more frequently and with flexibility of duration. Some academics take semester-long sabbaticals while other formats may enable shorter or longer periods. Duration of sabbaticals likely vary depending on the proposed program and role capacity of the applicant. Eligibility to apply for sabbatical likely varies across institutions and may reflect duration of employment at a university or sector.

To emphasise the productivity-oriented nature of this absence, universities may refer to this period in

terms that exemplify achievement of professional goals. For example, one Australian university offers a 'Professional Experience Program' which is defined as "a period of paid release from normal duties for academic staff to further develop their professional and vocational knowledge, obtain practical experience, undertake research (including applied research), or acquire new skills and competencies" (UTS, 2012).

Academic staff applicants are generally required to submit a detailed proposal for consideration in a competitive selection process one year in advance. As part of this, they need to procure support letters from their current supervisor and head of department at the host institution or facility. The supervisor support letter must comment on the likelihood of the staff member making effective use of the opportunity, contributing to the work of the University as a result of the program upon return, and whether the candidate's academic program (of research), including supervision of postgraduate students, can be effectively carried out during their absence.

In the proposal, a candidate must describe the aims and objectives of the sabbatical, details on how these will be achieved, skills that will be acquired or further developed, ways in which the proposed program will contribute to the strategic priorities and work of the faculty/school/division and the university, how it will advance the professional development of the staff member, and how these benefits will be shared with the Faculty/School/Division and the University. Tangible outcomes may include submitted publications and grant applications, both of which will contribute to an academic's track record development and career progression. Itineraries and budget projections are often required in cases where universities offer indemnity or funding support. Upon return from sabbatical, the academic is required to submit a report delineating how their proposed aims and objectives have been achieved as well as a financial statement. Universities may also require academics to present their sabbatical program and achievements to the wider Faculty.

While professional development and demonstrated productivity are key outcomes particularly important to employer universities, less measurable, but equally important benefits can be revitalised energy (an opportunity to re-fuel and re-charge after time away from the daily grind) and creative insight and perspectives resultant of engaging in other environments (yoursabbatical.com). Research has demonstrated beneficial effects of sabbatical on professional identity, motivation, and morale, as well as reductions in burnout and turnover intention (Gaziel 1995; Maslach 2003; Carr and Tang 2005). Research from

organizational psychologist Robert Austin has shown that trailblazing ideas can develop following unexpected events that happen to those who can recognize potential innovations (Tachibana 2013). Being in a new environment, engaging with different people, developing relationships and collaborations can facilitate new ways of thinking about old problems. In addition, new collaborations can open up different revenue streams that tap into international funding sources and successive opportunities for researcher track record development.

Do I stay or do I go?

Some people advise that one should avoid remaining at their home campus during a sabbatical period and instead physically go somewhere else to achieve focus. Spending time at another university, whether close or distant may facilitate collaboration with existing or new colleagues/ collaborators (Culbertson 2010). Criteria for academic promotion, in fact, generally includes development of an international profile for which one is increasingly recognised as an expert in their given research area. A sabbatical is one way to increase opportunity for international collaboration. For the sake of transparency, I will declare my bias in favour of venturing out to immerse oneself in new settings and contexts. I am a strong believer that being in new situations invites serendipitous events. To give you an example, I recently had the excellent fortune of spending a few months during my research sabbatical at Johns Hopkins University in Baltimore, Maryland. The majority of my time was spent in the School of Nursing, but I was also privileged to engage with Faculty members and content from the Schools of Public Health and Education at Hopkins. In addition to the benefits discussed

above, I received much inspiration from the people I met, the stories I heard, the work being done, and the relationships I established and strengthened.

Case study: Serendipity and productivity actualised

Highlights of my sabbatical included attending the Johns Hopkins Urban Health Institute 3rd annual symposium on social determinants of health entitled '*Squandered resources: Incarceration – its costs, consequences, and alternatives*' which is relevant to my research in reducing disparities and facilitating access in health. In addition to the stimulating content and amazing speakers, I experienced a serendipitous event. It happened during the lunchbreak, wherein the seat I had earmarked was taken by another delegate when I left the table to collect a meal. I was wandering around the numerous crowded tables for a few minutes searching fruitlessly for an open seat, when I noticed several vacant tables at the far end of the foyer. Conscious that time was ticking away, I sat at a table occupied by just two other people. Within ten minutes, several other people joined the table and we each began introducing ourselves and discussing the designated lunchtime discussion questions. I liked that the group was multidisciplinary, featured diverse perspectives, all with local expertise (except for me), and some had previously been incarcerated. Everyone was passionate, well-spoken, and interesting. I left that table with a much greater understanding of complexities of interventions within the justice system and the belief that that was probably the best conference lunch I had ever attended. As I took my seat in the auditorium for the afternoon session, I realised that some of my tablemates were actually presenters in the next session. I had unknowingly lunched with a local

man who had just weeks earlier been released from prison after serving 44 years. In his presentation, he spoke about his role in positive community activism as well as a variety of prisoner support initiatives. I took away from that day an enhanced perspective of issues people face during and after incarceration and the impact on society. Despite geographic and contextual differences, many of the themes were relevant to disadvantaged populations I work with in Australia. Prevention initiatives and programs to facilitate empowerment and transition back into society provided much food for thought.

While on sabbatical, I was also able to participate in some inspiring Baltimore community events, take a Public Health Summer Institute course, attend Public Health and Nursing lectures, facilitate methods workshops, work with a multidisciplinary panel of experts concerning tobacco control policies, and visit with an array of international visiting scholars and faculty, among other things. I met several exceptional new Faculty in the School of Nursing, as well as stellar PhD candidates, several of whom are now co-authors and collaborators, and had many fabulous conversations over delicious Baltimore fare. In addition to manuscript and grant development, I have expanded my professional network and collaborative potential which is important as I work towards academic promotion. These are relationships that I will continue to nurture and I will look forward to hosting my Hopkins colleagues when they visit Australia as international visiting scholars.

Measure twice, cut once: planning is critical to a successful sabbatical

An essential, yet challenging part of a successful sabbatical is the planning work to ensure the time away will be well spent (yoursabbatical.com). In addition to reflecting on your current situation, strengths, development needs, and goals, the following are considerations and tips for planning prior to going on sabbatical:

- Consider your need for structure – how will you ensure that you are making progress towards your goals – should you create a daily ‘to do’ list?
- How will you manage daily email and requests from your home University? How available or unavailable will you be?
- How will you communicate with students, peers, advisees, particularly if you are overseas? Are your communication options really as good as you think they are? If attending meetings via Skype or telephone, ensure accurate time zone conversions and audible technology;
- Will you attend conferences while away? Might you use this as an opportunity to attend meetings you normally would not have?
- Set realistic goals – Rather than promising to deliver the world, accept that you should build in some flexibility to your plan as new opportunities will likely surface that you hadn’t planned for;
- Protect your time and do not take on new roles and obligations (particularly

administrative) during this time;

- Work with and talk to other people – this helps to see other perspectives of your and others’ work; make the most of social gatherings with host university colleagues to engage in conversations to explore new ideas.
- If there are new Faculty members, they may be amongst some of the most collaborative and enthusiastic researchers to work with; at the same time, Faculty members and students you have previously met will be excellent sources of collaboration

Some ways to immerse yourself in a host university during sabbatical:

- Enroll in short courses
- Get permission to sit in on some classes
- Attend talks from Faculty or guest speakers
- Attend community events and symposia
- Socialise with host colleagues when possible (outside of office, especially)
- Offer to give talks/presentations
- If feasible, spend some time working from a shared workspace with other researchers and PhD students. This may facilitate scholarly discussions, enable sharing of issues and troubleshooting assistance, offer encouragement and advice – i.e. developing a collegial and scholarly community

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Doctoral Student Perspectives



Grace Olamijulo, PhD(c), MS, BSN, RN

Ruth L. Kirschstein T32 Pre-doctoral Fellow, Global Women's Health and Center for Health Equity Research, University of Pennsylvania School of Nursing

During the fall of 2014 I will begin my third year as a doctoral student supported by the Ruth L. Kirschstein T32 Fellowship. Since beginning the doctoral program in 2012, one year after graduating from nursing school, I successfully defended my Master's thesis;

which described the current state and direction of mobile applications for sexual health education. During this time I also had the opportunity to partner with Dr. Nancy Hanrahan, founder of the Healthcare Technology Lab at the University of Pennsylvania School of Nursing, on a project sponsored by the American Nurses Foundation (ANF). The primary aim of the project was to develop a website and game-based interactive learning experience that would help improve nurse assessment and referral of veterans potentially suffering from Post-traumatic Stress Disorder (PTSD). I developed and presented a poster presentation detailing the progress and future directions for the project at the 2014 conference held by the Eastern Nursing Research Society.

In addition to pursuing opportunities to improve my preparedness to conduct academic research, I most recently began pursuing teaching goals. Most recently, I served as an instructor in the 2014 Summer Mentorship Program sponsored by the Office of the Provost at UPENN. During the program a select group of underrepresented students from Philadelphia public schools receive field specific learning opportunities and college preparation under the direction of one of five graduate schools: nursing, engineering, dental, medicine, and law. The 10 students under my leadership at the school of nursing benefitted from activities such as: nursing simulation laboratory practice, hospital visitation days, as well as Howard University and Drexel University school of nursing tours.

Timothy J. Sowicz, PhD(c), MSN, NP-C

Jonas Nurse Leader Scholar, University of Pennsylvania School of Nursing

I am a third year doctoral student and a family nurse practitioner. I successfully defended my Qualifying Examination in fall 2013, and have an article in press in the *Journal of the Association of Nurses in AIDS Care* based on that examination. I also presented the findings from that examination in a poster at ENRS in spring 2014. I served as co-Chair of the Doctoral Student Organization at Penn Nursing from 2013-2014 and am a Jonas Nurse Leader Scholar for 2014-2016. I



plan to defend my dissertation proposal in late fall 2014 or early spring 2015. My dissertation research will be a focused ethnography exploring how primary care providers collect, evaluate, and use sexual health data.

Country of Citizenship: United States
Dates of Attendance: Fall 2012 - present
Mentor at Penn Nursing: Drs. Christine Bradway, Julie Fairman, and Sarah Kagan
Area of Interest: Sexually transmitted disease prevention, primary care, advanced practice nursing, and naturalistic inquiry

Doctoral Student Perspectives

Amanda Jenkinson, RN, CNS, PhD –student

Villanova University College of Nursing, Villanova, PA.

Amanda Jenkinson is interested in how women make decisions related to their health promotion following an experience with cancer. As a Clinical Specialist with experience in acute care, home care and hospice care of oncology patients, she was well-suited to assume the role of nurse navigator, coordinating care for oncology patients from diagnosis through survivorship or the end of life, when it emerged in the past decade. Now, as a PhD student at Villanova University, Amanda is investigating how inner strength and health-related quality of life relate to women's health promoting behaviors after an experience of cancer.



Amanda's career trajectory has progressed steadily since she entered nursing as an accelerated second-degree student. After completing a double major in psychology and health and society at the University of Rochester, Amanda realized that she wanted to be a hands-on provider of health care. That led her to Johns Hopkins University for her nursing degree, and soon thereafter, to Georgetown University for graduate study. When Amanda began teaching in 2008, she realized that preparation as a faculty member was next on her agenda, and that led her to Rutgers for a post-masters certificate in nursing education. Experiences in teaching nursing in the classroom and clinical settings clarified her decision of a PhD in Nursing in order to solidify a career in research and education. Villanova University was the right choice for Amanda to build on her clinical and educational experiences while also developing knowledge of nursing research. She was also afforded the opportunity to travel to Peru with faculty as part of her teaching practicum which provided valuable teaching experience and exposure to a vulnerable population.

While at Villanova, Amanda was a research assistant on the Robert Wood Johnson Foundation Evaluating Innovations in Nursing Education grant to study the impact of teaching demands on doctorally prepared nursing faculty on their scholarship and productivity as researchers. This afforded Amanda the opportunity to work closely with four of her faculty as well as two other PhD students over a course of two years. She created and monitored the on-line survey and managed data from over 700 participants. She has participated in focus groups with PhD and DNP faculty from diverse schools across the country and has also taken the lead on organizing and analyzing responses to an open-ended question in the on-line survey giving her qualitative as well as quantitative research experience. Now, with a commitment to a career in academia, Amanda is preparing to defend her dissertation proposal and complete her research.

Doctoral Student Perspectives



Sabine Allida, BMS, PhD student

Centre for Cardiovascular and Chronic Care, Sydney University, Australia.

Sabine Allida, BMS, PHD student at Centre for Cardiovascular and Chronic Care, Sydney University, Australia.

Sabine Allida, 23, grew up in the Philippines with her grandparents, before coming to Australia at the age of 12 to live with her parents working in Sydney. Sabine was initially daunted by the

change, “When I got on the plane to Australia I was excited, until I saw how different the buildings and people were, then I really started to miss my friends and family” she said.

Despite the challenges settling in, Sabine was determined to pursue a career in medicine, completing a Bachelor of Medical Science with Honours at University of Technology Sydney (UTS). Her dream to be a doctor emanated from tragedy when her cousin passed away from dengue fever as a child. “I always wanted to help him and my family, which is why medicine interested me” she said. In March 2013, she began her PhD with the Centre for Cardiovascular and Chronic Care, A clinical trial on the effectiveness of chewing gum in relieving thirst in heart failure patients. Sabine laughs when asked about her PhD “I thought a study on chewing gum was fascinating, who does a PhD on chewing gum?” she said.

Sabine’s ground-breaking research won her the Faculty of Health’s 3 Minute Thesis (3MT) competition as well as the People’s Choice prize. The Three Minute Thesis (3MT®) is a research communication competition developed by The University of Queensland in Australia. The exercise develops 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. In this competition, contestants had one power-point slide and exactly three minutes to explain their PhD thesis to a panel of judges and audience. Sabine’s fear of public speaking didn’t hinder her success in the competition. Her presentation drew plaudits from across the University, winning the People’s Choice in the UTS 3MT finals.

**Sabine Allida Wins
People’s Choice at the
UTS 3MT Competition**



Sabine continues to work towards her vision, to improve the quality of hospitals in rural Philippines, where she went to visit her grandfather earlier this year; “The beds are rusty, It’s not as hygienic and the humidity makes it hard to breathe in there. My grandpa was treated there and I don’t want this for people in rural Philippines as well” she said.

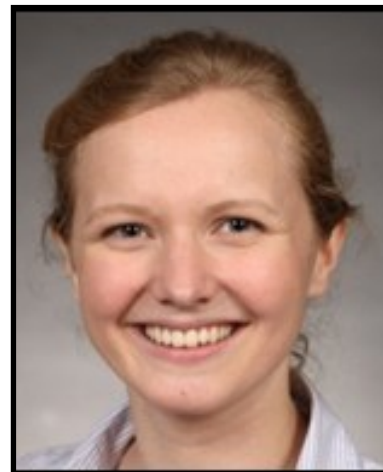
Working with nurses at the Centre for Cardiovascular and Chronic Care has been a great experience. They were very friendly, welcoming and most of all very helpful. They were able to provide constructive feedback on everything from thesis writing to seminar presentations. They have certainly allowed me to grow academically and has made learning fun and enjoyable.

Doctoral Student Perspectives

Kaitlin Best, PhD (c), RN, MS

Hillman Scholar in Nursing Innovation
Biobehavioral Research Center
University of Pennsylvania School of Nursing

I have been a student at the University of Pennsylvania School of Nursing since Fall 2010, when I transferred here to begin studies for a Bachelor's of Science in Nursing. I was chosen as a Hillman Scholar in Nursing Innovation following my first year at Penn, and subsequently became involved in the work of my mentor, Dr. Martha Curley. In addition to working with data from Dr. Curley's *RE-STORE* clinical trial, I have been involved with data management and study coordination for several other studies exploring iatrogenic injuries that children experience during hospitalization in the pediatric intensive care unit. I graduated summa cum laude with my BSN in May 2013, and I wrote and successfully defended my Master's thesis in August 2013 before formally matriculating into the doctoral program.



I have been fortunate to have a variety of opportunities and successes during the course of my doctoral studies at Penn. My most recent accomplishments include a systematic review of risk factors for iatrogenic withdrawal syndrome in critically ill children that was recently accepted for publication

in *Pediatric Critical Care Medicine*, and receipt of funding from the National Institutes of Health as a Ruth L. Kirschstein National Research Service Award Pre-Doctoral Fellow. In addition to my scholarly work, I have grown as a leader: beginning with my first year at Penn, I served as the Legislative Coordinator for the Student Nurses' Association of Pennsylvania, and I was recently elected Co-Chair of the Doctoral Student Organization. I have been so fortunate to have

Country of Citizenship: United States
Dates of Attendance: Fall 2010 – Present
Mentor at Penn Nursing: Dr. Martha Curley
Area of Interest: Sedation issues in critically ill children receiving mechanical ventilation

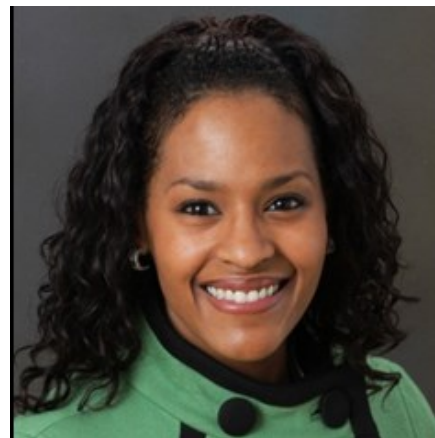
the unwavering support of the faculty, staff and students here at Penn Nursing, and an incredible mentor, both of which have been integral to my successes thus far. I look forward to defending my Candidacy Exam this fall, and to completion of my dissertation work by December 2015. In that time, I hope to publish several more peer-reviewed articles, and to present my work to an international community of scholars in pediatric critical care.

Doctoral Student Perspectives

Ehriel F. Fannin, PhD(c), MSN, RN

Ruth L. Kirschstein NRSA Predoctoral Fellow Research on Vulnerable Women, Children, and Families (T32NR007100)
Centers for Global Women's Health and Health Equity Research
University of Pennsylvania School of Nursing

Ehriel is a doctoral candidate in the Center for Global Women's Health and the Center for Health Equity Research. Under the primary mentorship of Dr. Marilyn Sommers, Ehriel was awarded a Ruth L. Kirschstein NRSA Pre-doctoral fellowship. Her course of study includes concentrations in behavioral economics and community-based intervention development and implementation. She is also a fellow in the Gender, Sexuality, and Women' Studies program in the School of Art and Sciences at Penn.



Currently, Ehriel is using a sexual economics model to examine the influences of resource security and relationship factors on sexual decision-making and unintended pregnancy among young adult women. Her interest in sexual and reproductive health emerged through her experiences in south Texas working as a neonatal nurse and as a support group facilitator in the community with teen mothers. She has seen first-hand the devastating consequences of unintended pregnancy, especially when they co-occur with sexually transmitted infections. She hopes her work will help increase the percentage of intended pregnancies and promote antenatal behaviors that improve health outcomes for women, children, and families.

During her time in the doctoral program, Ehriel has attended training programs in behavior change at the National Institutes of Health and in leadership, education, and policy development on Capitol Hill. Ehriel is committed to developing sustainable interventions and advancing women's health policy through research and scholarship. She has given national and international presentations and has co-authored several publications and a nursing reference text.

Ehriel believes that the excellent training and mentorship she is receiving is foundational to her contributions to her community, women's health, and the nursing profession. She feels one of the best ways she can give back is to help prepare the next generation of nurses.

Doctoral Student Perspectives

Hayley Drew Germack, PhDc, MS, RN, BSN

Hillman Scholar, T32 Pre Doctoral Fellow
Center for Health Outcomes and Policy Research (CHOPR)
University of Pennsylvania School of Nursing

As a Hillman Scholar in Nursing Innovation, I have had the distinct honor of being paired with Linda H. Aiken, director of the Center for Health Outcomes and Policy Research at Penn's School of Nursing and starting work on my PhD while still finishing my BSN. This has offered me the opportunity to work intimately with data housed at our Center and embark on my own analysis on the relationship between patient satisfaction and foreign educated nurses as a solution to staffing problems in England and the U.S.

In 2013, I presented results from my analysis of RN4CAST data at the Annual Research Meeting of AcademyHealth in Baltimore, Maryland to

the Interdisciplinary Research Group on Nursing Issues. I participated in



Country of Citizenship: United States
Dates of Attendance: Fall 2007 - present
(BA 2007-2011; BSN 2011-2012; MS 2013; PhD 2015, exp)
Mentors at Penn Nursing: Drs. Linda Aiken & Matt McHugh
Area of Interest: Relationship between patient satisfaction and foreign educated nurses as a solution to staffing problems in England and the U.S

a unique dialogue with health services researchers to strengthen my approach and design. In 2014, I presented results from my analysis of the Center's Nurse Survey data and HCAHPS at the Annual Research Meeting of AcademyHealth in San Diego, California to a session on workforce issues. This research explored the relationship between nurse's reports of missed care and patient satisfaction.

Also in 2014, I attended the annual meeting of Hillman Scholars in Nursing Innovation at the University of Michigan in Ann Arbor, Michigan. At this meeting I met with other BSN-PhD Scholars and explored the concept of nurses as innovators through interactive sessions with engineers from MIT.

I hope to defend my dissertation in May 2015 and start a career in industry as a health services researcher, with a fresh nursing perspective.

What's New in Doctoral Education

Contributor: Laurel Eisenhauer, RN, PHD, FAAN , Professor Emerita
Boston College Connell School of Nursing , USA

Felt, U, Igelsbock, J, Schikowitz, A, & Volker, T. (2012). Growing into what? The (un-)disciplined socialization of early stage researchers in transdisciplinary research. *Higher Education*. 65:511.

This paper focuses on how early stage researchers manage to reconcile the demands of transdisciplinarity with other normative requirements in contemporary research. It uses the concept of 'epistemic living spaces', which addresses how researchers see their room for epistemic and social manoeuvre within research, and introduces the concept of 'transdisciplinary knowledge regime'.

Kelsky, K. (June 16, 2014). The Professor Is In: The Curse of the Interdisciplinary Phd. The Chronicle of Higher Education. Retrieved from: https://chroniclevitae.com/news/548-the-professor-is-in-the-curse-of-the-interdisciplinary-ph-d?cid=at&utm_source=at&utm_medium=en

An academic career coach responds to an inquiry about impact of having an interdisciplinary doctorate on finding an academic position. The author provides suggestions on how to strategize your application for positions.



Save the Date!

INDEN

Biennial Conference

July 22-23, 2015

San Juan, Puerto Rico

Announcing 2014-2015 STTI/INDEN Fellows

Through a partnership with Sigma Theta Tau International, INDEN has been able to offer post-doctoral fellowships to nursing scholars to strengthen their research skills and work with leaders in their fields of interest

Rose Ilesanmi, PhD is nursing faculty from Nigeria and will continue her studies in pressure ulcer prevention with Dr. Wendy Chaboyer at Griffith University in Queensland, Australia.

Jing Zheng, PhD is faculty at Sun Yat-sen University in Guangzhou, China. She will continue her research efforts at Johns Hopkins University, working with Dr. Marie Nolan on a project entitled, "Effectiveness of Interventions Integrating Home Blood Pressure Monitoring and Patient Education for Hypertensive Maintenance Hemodialysis Patients".

Evelyn Chilemba, PhD is a nurse researcher and faculty at Kamuzu College of Nursing in Malawi. She will be mentored by Gwen Sherwood, PhD, RN, FAAN at the University of North Carolina at Chapel Hill. She will be studying quality of learning in the BSN programme in an effort of enhancing capacities among nurse/ midwifery educators.

All of these fellows are to be congratulated on this impressive accomplishment!

INDEN BUSINESS

SAVE THE DATE

- ◆ **July 22-23, 2015** we will host the INDEN conference in conjunction with the University of Puerto Rico in San Juan. Details will soon be available on our website.

ANDER deadline

- ◆ **December 1, 2014** is our next deadline. Future deadlines will be April 1, September 1 and December 1, 2015.
- ◆ We welcome your manuscripts and student perspectives

Membership Engagement Survey

- ◆ If you are an active member of INDEN, please complete this important survey so that we may better meet the needs of our diverse membership.

https://nursingjhu.qualtrics.com/SE/?SID=SV_2ajqRpOURDjzOkJ