

# Advances in Nursing Doctoral Education & Research

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

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# Journal Purpose

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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

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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

# Editors and Board Members

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# Greetings from INDEN President

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## Quality of Nursing Doctoral Education

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

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

I am enormously pleased and honored to have the privilege of announcing in this letter, the introduction of our peer-reviewed INDEN Journal, *Advances in Nursing Doctoral Education & Research*.

This new journal could not have occurred without the longstanding leadership of our INDEN Newsletter Editors and now Associate Editors, Drs. Laurel A. Eisenhauer, Kristiina Hyrkas and Munikumar Ramasamy Venkatasalu and of our INDEN Board Members Drs. Caitrin Evans, Milisa Manojlovich, Sonja McIlfatrick, Florence Myrick, Richard Redman, Lynn Sommers and the creative and tireless efforts of our INDEN Executive Director and PhD student, Ms. Jiayun Xu. The two peer-reviewed papers published in this inaugural issue, "Mentoring: An Essential Component of Quality Doctoral Education" by Dr. Richard Redman in the U.S. and "Enriching Doctoral Education with Student Diversity" by Drs. Patricia Davidson, Michelle DiGiacomo, and Debra Jackson in Australia are enriching and ideal to launch our journal devoted to:

- Promoting academic debates and reports around nursing doctoral education
- Providing an academic platform for doctoral educators to share their innovations and experiences in providing nursing doctoral education
- Publishing high quality nursing and interdisciplinary research
- Sharing best practices and procedures to enhance the diversity and quality in nursing doctoral education

The journal will still feature news on the business of INDEN and updates from nursing faculty and doctoral students around the world. For more information, see the letter from our Editors in this issue.

The second major announcement is a reminder to our INDEN members of our upcoming Biennial Conference in Prague, Czech Republic from July 21-22 (July 23, doctoral student seminar).

## Strategies for Quality in Doctoral Education in Nursing

The conference this year will be held at the same Hilton Hotel as the Sigma Theta Tau International (STTI) Research Congress. While STTI registration is not required to attend the 2013 INDEN Biennial Conference, we recommend both conferences to you. Registration is available at: <http://www.regonline.com/Register/Checkin.aspx?EventID=1097696>

The rates for 2013 INDEN registration are:

### REGISTRATION FEES

	MEMBERS	NON-MEMBERS
<b>Early</b>	\$390	\$454
<b>Standard (+\$64)</b>	\$454	\$518
<b>Late/On-site (+\$30)</b>	\$484	\$548

### REGISTRATION DEADLINES

<b>Early Deadline</b>	Wednesday, 22 May until 11:59 p.m.
<b>Standard Deadline</b>	Wednesday, 26 June until 11:59 p.m.
<b>Late Begins</b>	Thursday, 27 June at 12:00 a.m.

### CANCELLATION FEES

<b>Before 26 June</b>	\$75.00 USD
<b>Cancellation Deadline</b>	Wednesday, 26 June until 11:59 p.m.
<b>After 26 June</b>	NO REFUND

We look forward to a highly productive and informative conference on quality in nursing doctoral education. Participants will gain many useful strategies for measuring and promoting quality in their own doctoral programs as well as an opportunity to network with leading scholars in nursing doctoral education around the world. We look forward to seeing you there!

# Letter from the Editors

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It is with great pleasure that we introduce the first issue of our new peer-reviewed journal. This journal has evolved from the many years of publication of the INDEN Newsletter which has served the organization well for many years.

At this point it is interesting to look back and reflect briefly how the newsletter has evolved over the years. The first issues of the newsletter were first pulled together by Dr. Morgan Gray (Napier University, UK) in the early 2000's. The Newsletter and Publication committee was started in January 2006. The first co-chairs were Hala Darwich (University of Michigan, USA) and Dr. Kristina Hyrkas (Maine Medical Center/University of Southern Maine, School of Nursing, Portland, Maine, USA). In 2007, Dr. Catrin Evans (University of Nottingham, UK) and Dr. Kristina Hyrkas took the role as Co-Editors of the INDEN Newsletter. As the newsletter continued to evolve, an Editorial team was formed in 2009. The original team members and also current editors are: Dr. Laurel Eisenhauer (School of Nursing, Boston College, USA), Dr. Kristina Hyrkas (Maine Medical Center/University of Southern Maine, School of Nursing, Portland Maine, USA) and Dr. Munikumar Ramasamy (School of Nursing, University of Nottingham, UK).

We are very proud how the newsletter has developed into a journal. We now acknowledge the excellence of manuscripts submitted now by having them peer-reviewed. Guidelines for submission can be found on page 3 and at: <http://nursing.jhu.edu/academics/programs/doctoral/phd/inden/newsletters.html#submission>

All the readers of this new journal are encouraged to send submissions to us. Manuscripts for non-peer-reviewed sections, such as innovations in teaching, perspectives of doctoral students or faculty members on professional experiences or issues, or other topics of relevance to the readers, continue to be welcome.

An editorial board (see list on page 4) has been formed and will serve to guide the journal in its ongoing evolution. The board members are encouraging, approaching and inviting authors from their own organizations and other universities to submit papers for publication.

The journal will retain the same INDEN organizational news and announcements as well as other usual features. We are adding a new section that will be focused on news from around the world about doctoral education in general. We encourage readers to let us know about such developments occurring in their country or geographic region.

The new journal content will be arranged in five major sections as follows:

- President's message
- Editors' letter
- Peer reviewed articles
- Perspectives
- Association news and announcements

The remainder of the 2013 issues will have the following themes and deadlines:  
September 2013 Issue; deadline: August 30, 2013  
Theme\*: Quality in doctoral education

December 2013 issue: Deadline: November 1, 2013.

Theme\*: Are we preparing our doctoral students for teaching?

In the peer-reviewed section of this issue we have an article by Dr. Richard Redman on this issue's theme of mentoring. Another article by Drs. Patricia Mary Davidson, Michelle DiGiacomo, and Debra Jackson also addresses the theme of the current issue with a paper on the challenges in mentoring and teaching international students.

As always, we welcome feedback from readers about this new journal and encourage them 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. See author guidelines about submission of manuscripts at: [nursing.jhu.edu/inden](http://nursing.jhu.edu/inden)



## Mentoring: An Essential Component of Quality Doctoral Education

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**Abstract:** Mentoring is presented as an essential component in a quality doctoral educational experience. The roles and responsibilities of the mentor are examined. Evidence and best practices to support the effects of mentoring are provided. Key strategies and resources to guide in effective mentoring are discussed.

**Keywords:** mentoring, doctoral education, quality

### Introduction

The term “mentor” is used extensively in doctoral education today although, when pressed, many find it challenging to identify what a mentor does exactly. Often the role of mentor is confused with that of academic advisor or supervisor; while there can be overlap in these responsibilities, there also are distinct differences in roles and responsibilities of mentors and advisors. Increasingly the literature identifies the mentoring relationship as essential for academic and professional development of students and an important contributing factor to progression toward degree requirements and satisfaction among graduate students ( Handelsman, Pfund, Lauffer, & Pribbenow, 2008; Hesli, Fink, & Duffy, 2003; National Academy of Sciences, 1997; Packard, Walsh, and Seidenberg, 2004).

This article examines the definitions and key responsibilities of a mentor, with a particular focus on doctoral education. The evidence to support the effects of mentoring, both positive and negative, is examined. Finally, key strategies for incorporating successful mentoring into the roles and responsibilities of doctoral faculty are examined.

### What is a Mentor?

A mentor traditionally is defined as a more experienced, older individual who acts a teacher, guide, advocate, or role model for someone who is younger and less experienced in a discipline or organization. The less experienced person is referred to as a protégé or mentee. It is viewed as a nurturing relationship that develops over time and can be of benefit to both the mentor and the protégé (National Academy of Sciences, 1997; Paglis, Green, & Bauer, 2006). The relationship can be between a teacher and student but it does not have to be limited to academic settings. Many organizations and industries use mentoring programs to develop new members in an organization or discipline as an important developmental relationship to guide new members as they build their experiential portfolio and develop their careers (Donaldson, Ensher, and Grant-Vallone, 2000).

The aspect of mentoring in the academic world that is most distinct from that found in other settings, such as the corporate world, is that the mentor and protégé often become collaborators on research and scholarship. In fact, this collaborative relationship can continue over the careers of the mentor and protégé, well after degree requirements have been met.

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The literature identifies mentoring as a multi-faceted role. Mentors are interested in developing another person's career. They help to advance the professional goals that will be helpful to the mentee. In higher education, faculty members often serve as academic advisors to guide the academic progress of students. The role of mentor, however, goes far beyond by providing a commitment to student success and advancing the students' career by sharing experience, guidance, and expertise. Mentors help students, especially graduate students, by socializing them into the culture of their discipline by explaining and modeling what it means to be a professional scholar and guiding the student in his/her development as they progress through their degree requirements. The relationship often extends beyond degree requirements and mentors help their student become established as fully contributing members of the profession (Detsky, & Baerlocher, 2007; Fleming, Burnham, & Huskins, 2012; Handelsman, Pfund, Lauffer, & Pribbenow, 2008; University of Michigan, 2012).

Mentors can be assigned, as is often the case with research mentors where the match in research interests between the student and the researcher is the primary basis for the mentoring relationship. Mentors can also be selected by the mentee, based on particular strengths or roles of the mentor as well as unique developmental needs of the mentee. From this perspective, mentoring relationships can be both formal and informal; each type of mentoring relationship serves important purposes. In reality, students, depending on their deeds and developmental stage, often have more than one mentor as they progress through their doctoral studies.

### **Evidence for Effectiveness of Mentoring**

Mentoring has been studied in academic and research settings to determine whether it makes a difference in the experiences of stu-

dents as they progress toward academic requirements and in their careers after they graduate. In a systematic review in academic medical settings, the effects of mentorship on both mentors and mentees was examined. In 42 research-based articles that met study inclusion criteria, the mentorship relationship was shown to be related positively to career satisfaction, personal development, career guidance, and career progression. Several studies reported an impact of mentoring on research development and productivity in both mentees and mentors. Reported outcomes included increased confidence in abilities as a researcher, increased research collaboration opportunities, positive motivation in mentees to undertake a research career, and increased number of publications by the mentee (Sambunjak, Straus, & Marusic, 2006). While this study focused just on medicine and basic science pathways, the support for positive outcomes of the mentoring should apply across all disciplines.

In a 5 year longitudinal study of doctoral students in science fields, more than 350 doctoral students were followed in 24 academic disciplines. Data were gathered at three different points during the time in their graduate programs. Mentoring had positive benefits for self-efficacy and productivity in the graduate students although mentoring was not significantly related to research career commitment. The overall conclusion of the research was that the quality of the mentoring relationship added value to the graduate students' experiences in multiple dimensions (Paglis, Green, & Bauer, 2006).

In a cross-sectional survey of doctoral students and graduates in political science programs, a cross-sectional survey was conducted to examine rates of completion among women and men and whether differences existed among them. Good mentoring was the most frequently reported factor for successful

completion of the degree by all students. The best predictors of dissatisfaction with the graduate school experience were poor quality mentoring and the lack of encouragement received by faculty. It is interesting to note that the primary reason for attrition varied between women and men. Women dropped out due to unfriendly and unsupportive environments in the academic department while attrition among the men was due to perceived lack of employment opportunities. The unsupportive environments would appear to be related at least indirectly to the quality of mentoring provided (Hesli, Fink, & Duffy, 2003).

One area that is not well addressed in the literature is that of potential conflict between mentor and graduate student and how to manage it when it occurs. Conflict may arise in any relationship and mentoring relationships are no different in that regard. In a study examining the occurrence of potential conflict between supervising faculty and international graduate students, it was found that international students often rely on their mentors for assistance in coping with the challenges they face while studying abroad in addition to the general academic and research mentoring all students seek. This may contribute to different expectations among mentors and graduate students and lead to conflict in the relationship. Developing clear guidelines and procedures, along with a mechanism for dealing with conflict that may arise during the mentoring relationship, seems important (Adrian-Taylor, Noels, & Tischler, 2007). Further research in this area would be important, particularly focused on effective strategies for prevention of conflict and, when it occurs, how to manage it satisfactorily.

While there is a need for ongoing research to address the effectiveness of mentoring and its relationship to performance and satisfaction of students and graduates, sufficient evidence appears to exist to support a position that mentoring can make an important difference in the graduate student experience. Rather than ask-

ing the question “does mentoring make a difference” at this point, it would seem that research efforts are better focused on the question “how can mentoring be practiced most effectively?”

### **Strategies for Being an Effective Mentor**

A number of best practices for effective mentoring are currently available to guide mentors and graduate students. Each of us likely has an approach and strategies that we use for guiding doctoral students through their developmental stages. Perhaps the most effective strategy for mentoring is role modeling. Faculty are in a position to influence their graduate students in powerful ways, simply as they carry out their faculty responsibilities as teachers, scientists, authors, and professionals (Lee, Dennis, & Campbell, 2007). Students observe and work with faculty as they deal with matters of scientific integrity, designing and conducting research, and contributing to the discipline in various ways. Providing access to colleagues, important meetings and research opportunities are also important strategies. By integrating the mentee into the professional activities of the mentor, students experience socialization into the discipline that is not readily available any other way. If the mentor also discusses why and how they are carrying out their responsibilities as a scientist and faculty member, the student will learn important aspects about their roles as a future scientist and faculty member as well.

Assessing the individual needs of each graduate student and then tailoring the mentoring to fit those unique needs is an important strategy. Graduate students are a heterogeneous group with unique backgrounds, professional and life experiences, and expectations. This tailoring of the mentoring experience not only makes good sense; it also can reduce attrition, increase satisfaction, and improve the socialization experience of the student

(Nesheim, et al, 2006).

Often, the mentoring relationship is viewed only as a dyad. However, the use of co-mentors can be very effective for both mentees and mentors. Given the individual needs of students and the range of talents among faculty members, one mentor may not reasonably be expected to meet all mentoring needs of a student. Increasingly, assigning co-mentors is seen as an effective way to meet the developmental needs of students (University of Michigan, 2012). One mentor may be a well-established scientist who integrates the student into the research team. The co-mentor may be an experienced faculty member or a clinician who can help with the student's socialization and developmental needs. Another form may be to incorporate peer mentoring which has also been demonstrated to be very effective. Having students who are more experienced and further along with their degree requirements can serve as important resources for students who are early in their graduate studies. Student preferences also can drive what works best for them as various stages of their development (Packard, Walsh, & Seidenberg, 2004).

Mentors can provide a great deal of support to graduate students simply by demystifying what the graduate student can expect during their studies. Many rules are based more on tradition than actually being written and the student is often unsure what to expect or how to proceed, especially at major milestones in their graduate studies. Where policies and guidelines do exist, the mentor can also review those with the student and be sure they have a clear understanding of requirements and timelines.

Developing a mentoring plan is also an important strategy. Creation of a written agreement early in the mentor/protégé relationship can help to clarify expectations and responsibilities for the working relationship. It may help

identify where a good match does not exist between research interests or personalities. It also can be used as an evaluation tool moving forward to assess if expectations, timelines, and milestones are being accomplished satisfactorily (University of Michigan, 2012).

Mentors need training as well. Senior, well established faculty can serve as mentors to junior faculty who are in the early learning stages of their faculty roles as teacher and supervisor. Assigning senior and junior faculty as co-mentors may be an efficient way for both faculty and graduate students to learn effective mentoring strategies together.

Excellent resources are available to guide a faculty member who seeks additional information and competence as a mentor. Some important resources are available online and two will be mentioned here. A seminar series and a toolbox of strategies for becoming a mentor has been developed by the Wisconsin Program for Scientific Teaching (Handlesman, et al, 2008). It is available online at: [http://www.hhmi.org/resources/labmanagement/downloads/entering\\_mentoring.pdf](http://www.hhmi.org/resources/labmanagement/downloads/entering_mentoring.pdf)

It has been designed for use in mentor training or self-development of mentors and includes a variety of resources and references. A faculty guide to mentoring, developed at the Rackham Graduate School, University of Michigan (2012) is also an excellent resource. It can be accessed online at: <http://www.rackham.umich.edu/downloads/publications/Fmentoring.pdf>

Mentoring is too important in the experience of doctoral studies to be left to experimentation. Examining the evidence and best practices available around mentoring, reflecting on areas for improvement that each of us have in this domain, and then developing a plan to improve this aspect of our and our colleagues' responsibilities is an essential step in ensuring that doctoral education is the best experience

that it can be for all involved.

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## Enriching doctoral education with student diversity

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**Abstract:** The best investment any individual government or society can make is to focus on education. The links between education, health and wealth at the level of an individual, society and the international context are inextricably linked. Rather than focussing on globalization, ideally universities should reflect the diversity of the social fabric of the world in which we live. Therefore as a social good, universities strive to include perspectives of diversity across social, religious, sexual, cultural, age and life experiences. The doctoral program provides a unique opportunity for personal and professional growth and is a fertile ground for preparing leaders of the future. The increasing diversity in doctoral programs and pathways for entry means that into the future, a one size fits all approach is unlikely to be advantageous or successful. This article seeks to identify factors to be considered in embracing perspectives of diversity in doctoral programs from the perspective of the extant literature and personal reflection of experienced supervisors. Increasingly, the doctoral educational experience will likely need to be tailored to the needs of the individual and their future career plans. As a consequence, faculty and students will need to work together to achieve an understanding of the shared goals of the doctoral program. This requires commitment on behalf of university administrators, faculty members and students to develop and refine doctoral programs to meet the needs of diverse populations and contemporary society. Factors such as: (1) policies, procedures and administrative functions that recognize entry to a doctoral program via diverse pathways; (2) cultural safety for students and the cultural competence of faculty, governance and courses; (3) personal safety and well-being; (4) flexible program delivery; (5) shared values, understanding and effective communication; (6) negotiated learning outcomes and goals; and (7) relevance and appropriateness of research training to career goals are important to consider in enacting diversity in doctoral programs.

**Keywords:** doctoral education, diversity, doctoral program development

### Background

Achieving diversity in the academic and the clinical setting is an important strategy of universities throughout the globe (Clarke, 2013; Neumann, 2002). Diversity refers to the social, religious and ethnic backgrounds and range of life experiences that students bring to an educational encounter (Gurin, Dey, Hurtado, & Gurin, 2002). This perspective of diversity benefits the whole university community and as a consequence society (Gurin, et al., 2002). International student recruitment is

integral to the financial health of many institutions in developed countries and a pathway to education and productivity for the developing world (Matas, 2012). Therefore, it is appropriate and timely that we pause and consider what are the best practices for increasing diversity in doctoral programs and preparing health professionals for the future (Cleary, Hunt, & Jackson, 2011; Matas, 2012). Given the high attrition rates in doctoral education, careful considerations for retention and successful completion should

be considered (Ampaw & Jaeger, 2012).

Education is an important vehicle for not only social and economic mobility for the individual, but also in the global workplace (Major, 2012). The role of higher education and research in the world-wide knowledge economy is well recognised (Bound, Turner, & Walsh, 2009; Matas, 2012). In addition to promoting productivity and development, fostering diversity is considered to decrease social and cultural disparities and promote international cooperation and social cohesion. Moreover, the internationalization of education is occurring not only in response to the need to be part of a global world, but it is also big business, driving revenue streams for many universities (Marginson, 2007).

University education throughout the world has a global, national and local focus (Matas, 2012). Traditionally, countries such as the United States (US), United Kingdom and Australia have been hubs for doctoral knowledge (Bound, et al., 2009). The US has been an important focus of doctoral education and it is estimated that over 100,000 foreign doctoral students enrol in US universities each year. However, in parallel there has been a rapid growth of doctoral education in Mainland China, Hong Kong, Taiwan, Thailand, Singapore and Korea. In China, between 1995 and 2005, the number of scientific papers produced each year multiplied by 4.6 times and from 2003 to 2007 the number of universities from China in the Jiao Tong top 500 rose from 18 to 25 (Marginson, 2010). This underscores the increasing role of these universities in doctoral education.

Two terms commonly used interchangeably in the discussion of doctoral programs are internationalization and globalization (Knight, 1999). Globalization refers to the economic, political, and social consequences of capital, goods, information and values across borders and boundaries (Davidson, Meleis, Daly, & Douglas, 2003). This is a defining feature in response to

sweeping political, economic, technological, environmental and social changes. The phenomenon of globalization has been referred to as a two edge sword - on the one hand, supportive of knowledge and information exchange and enabling social change, whilst on the other, responsible for cultural dilution and marginalization of some groups (Davidson, et al., 2003). However, internationalization looks to retaining the identity and perspectives of individual nation states and cultures and is an important perspective of diversity (Knight, 1999).

To enable promotion of diversity in doctoral education and health care and support the experience of students, it is important to consider what are best practices in in doctoral education. We seek to propose a model for ensuring enactment of diversity in doctoral education. This is contingent on a number of key factors: (1) Enabling policy and administrative context; (2) Cultural safety for students and the cultural competence of faculty, governance and courses; (3) Personal safety and well-being; (4) Flexible program delivery; (5) Shared values, understanding and effective communication; (6) Negotiated learning outcomes and goals; and (7) Relevance and appropriateness of research training to career goals.

We will briefly discuss each of these aspects and hope that they will stimulate discussion and debate. Moreover, the need for leadership in developing doctoral programs underscores the important role of the International Network for Doctoral Education in Nursing (INDEN) in driving best practices in doctoral education (Ketefian, Davidson, Daly, Chang, & Srisuphan, 2005).

### **Enabling policy and administrative context**

Admission and administrative policy need to

consider different methods of entry to doctoral education (Jackson, Peters, Andrew, Salamonsen, & Halcomb, 2011). Students, particularly from diverse backgrounds, may require additional financial support and potentially assistance in language skills. Although challenging within the context of current fiscal constraints, providing for additional resources is crucial in achieving goals of diversity (Veal, Bull, & Miller, 2012). For example, residential writing retreats have been shown to be useful in creating a community of practice and scholarly productivity among doctoral students as well as increasing skills and competencies (Jackson, 2009). In view of the importance of achieving a culturally safe and enabling environment, careful thought should be provided in ensuring both intellectual and social compatibility between the advisor/supervisor and the student. In specific instances, such as with indigenous students, cultural mentorship by another indigenous person is considered to be of a great importance and these skills should be configured in the supervision team/committee. For students with physical disabilities, environmental adaptations may need to be made.

### **Cultural safety for students and the cultural competence of faculty and courses**

Cultural safety is a term coined in New Zealand to frame working with Maori populations (Doutrich, Arcus, Dekker, Spuck, & Pollock-Robinson, 2012). This term recognises power imbalances, institutional discrimination and colonization. These factors are critical to consider in engaging minority groups, particularly in a context of globalization. Cultural competence refers to the ability to understand, communicate with, and effectively interact with people across cultures (Betancourt, Green, Carrillo, & Ananeh-Firempong, 2003). Important steps in achieving this competency is acknowledging the individual's attitudes and beliefs and demonstrating a respect and appreciation of cultural diversity. This cultural competency should be reflected in

the behaviors of faculty, staff and students as well as curriculum documents and reflected in governance processes. Strategies such as commemorating a range of holidays, respecting the need for cultural practices and celebrating diversity is an important strategy.

### **Personal safety and well-being**

An important consideration for promoting diversity is supporting personal safety and well-being. Achieving safe and affordable housing is of critical importance, particularly for many international students who may be unfamiliar with new neighborhoods, have limited financial resources and be away from traditional support systems such as family and friends. It is critical that students be prepared for the challenges of transitioning into a new culture and be oriented to the mores of the host culture. This applies equally to students undertaking exchange experiences distal to their home universities as well as students at host institutions that will interact with international students. Moreover promoting a culture of caring and building social capital in the student community is important (Meleis, Hall, & Stevens, 1994). Ensuring counselling services are available and accessible for students in respect of psychological and financial issues is important. During the vulnerability of transition to new roles, relationships may change and as a consequence, many students require additional support.

### **Flexible program delivery**

Increasingly, pathways to nursing are changing and as a consequence these should be reflected in the delivery of doctoral programs, such as accelerating program completion, prior learning and tailoring curriculum content (Pellico, Terrill, White, & Rico, 2012). Flexibility should be considered to acknowledge the caregiving and working responsibilities of students in terms of attendance and project responsibilities. We are seeing an increased



emphasis on online learning and the use of technologies (Ehrenberg, 2012). However, it is important that we ensure that these strategies are subject to rigorous evaluation that relates not only to course completion but also achieving appropriate graduate attributes. As students enter doctoral programs via many pathways, it is important that an inventory of skills and learning needs and programs are adapted accordingly.

### **Shared values, understanding and effective communication**

As in most effective relationships, success is built on a foundation of effective communication and a shared understanding and vision. Many students entering doctoral programs are required to shift from a hierarchical dependency on faculty to models of self-directed learning and an increased sense of responsibility for their own learning. Clarifying roles and expectations of both faculty and students is an important step. For example, if students are not familiar with the idea of self-directed learning and the ideas of discussion and debate with faculty members, these behaviours may need to be modelled and practised.

In programs where there is less course work and a higher emphasis on investigator driven projects the transition to working independently and negotiating outcomes can be challenging. This is particularly the case for students who have undertaken courses in countries where the model of education is more hierarchical and discussion and debate with teachers are not fostered (Spring, 2012).

### **Negotiated learning outcomes and goals**

Students should be provided with clear expectations of their participation in the doctoral program. This extends beyond deliverables such as assignments, examinations and requirements of confirmation of candidacy to graduate attributes of the doctoral program (Platow, 2012). Graduate attributes refer to the knowledge, skills and

competencies expected of graduates of an academic program. These can be demonstrated in outcomes such as conference presentations, publications and other scholarly outcomes. These strategies are also useful in demonstrating the value of the doctoral program in achieving career goals and contribution to society (Matas, 2012).

### **Relevance and appropriateness of research training to career goals**

The motivations and expectations of students entering doctoral programs are highly diverse and students may work in a range of areas including policy, practice, research and education (Kot & Hendel, 2012). As a consequence, there should be discussion and negotiation of the program to meet learning needs. Consideration of future career plans should be undertaken at the beginning of candidature, not at the end. This will enable fostering of opportunities to ensure that students are adequately prepared for meeting their long term goals (Matas, 2012).

### **Conclusions**

Students and faculty frequently straddle two worlds, particularly in respect of diversity. This is particularly the case of international students who have to learn to accommodate a new set of cultural mores as well as academic life in the host country. These challenges and differences need to be acknowledged and addressed. Although a strategic, deliberate and informed recruitment approach will help institutions to maximize diversity, once students are in the door enactment of this vision is highly dependent on a change-agile faculty and students with clear and transparent expectations of roles and responsibilities. Considering factors presented in the model discussed above have the potential to assist individual doctoral programs prepare and enact strategies to promote diversity.

**Figure 1 Factors to be considered in incorporating diversity in doctoral programs**



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## Doctoral Student Experiences at Johns Hopkins University



Jeanne Murphy

### Jeanne Murphy, MSN, CNM

I am a PhD candidate in the Johns Hopkins University School of Nursing, completing my fourth year. I came into the program after 16 years of clinical experience as a certified nurse-midwife (CNM) working mainly with underserved women and their families. When I was working full-time as a CNM, I noticed with frustration that many women did not seem able to access basic preventive health care services. I was shocked to see a relatively large number of young women with serious cervical dysplasia and even cancer, who had no previous access to cervical cancer screening. This led to my studies here at Hopkins. During my PhD studies at the School of Nursing, I also earned a certificate in Health Disparities and Inequality at Johns Hopkins Bloomberg School of Public Health. My dissertation research is a clinical trial testing self-collected HPV testing and results counseling as an intervention to increase Pap testing among women with HIV who have not engaged in recommended cervical cancer screening. My education has been supported by a National Research Service Award from the National Institute for Nursing Research (1 F31 NR013633-01), a National Institute for Nursing Research Fellowship in Health Disparities (T32 NR007968), and the 2013 Nursing Science Advancement Dissertation Grant Award Council for the Advancement of Nursing Science/Southern Nursing Research Society.

### Kyounghae Kim, RN, MSN, NP-C

My insatiable curiosity and passion for nursing science influenced my decision to study abroad from South Korea in 2008. While working as a nurse practitioner in New York, I witnessed many ethnic minorities facing challenges to receiving proper healthcare. In response, I matriculated into the PhD program at Johns Hopkins University School of Nursing to pursue a career in nursing research and nursing education. My dissertation research is being conducted under the direction of Dr. Hae-Ra Han. The focus of this study is the influence of recent immigrant Korean women's health literacy on their access to and receipt of cervical cancer preventive practices. Last summer, I was fortunate to have the opportunity to be part of a research team for a project for North Korean refugees in South Korea. I enjoyed interacting and interviewing these North Korean refugees. More importantly, I was able to listen to them describe their adjustment to South Korea, which reminded me of the challenges South Korean immigrants have must overcome adjust to life in the United States. Both the immigrants and refugees are easily isolated from adequate healthcare system because of language and cultural barriers as well as their unfamiliarity of the healthcare system in new countries. These barriers affect their capacity to obtain and understand health-related information and services, which also affect the way in which they manage their health. My observations as a nurse practitioner and as a nursing researcher convinced me to dedicate myself to the field of health literacy and the elimination of health disparities. I believe that an individual's health literacy is a substantial asset for managing his or her health. I would like to contribute to nursing research and practice by empowering recent immigrants to navigate the U.S. healthcare system, becoming informed healthcare consumers, and keeping themselves as healthy as possible.



Kyounghae Kim

## \*Spotlight on University of Pennsylvania School of Nursing International Visiting Scholars 2013

### **Elif GÜR SOY PhD, RN**

Assistant Professor, University of Eskişehir Osmangazi  
Eskişehir School of Health, Turkey  
March 2012 - February 2014

My area of interests are women's health, gender discrimination, health policies and nursing management and leadership. I am a postdoctoral fellow at University of Pennsylvania, School of Nursing. I came to develop my research and writing skills for publication, and to develop leadership skills to influence public policy in the areas of women's health and nursing education in Turkey. My faculty mentors are Drs. Julie A. Fairman, PhD, RN, FAAN Nightingale Professor of Nursing, and Director of the Barbara Bates Center for the Study of the History of Nursing, and Dr.



**Image:** Association of the Turkish Nurses Logo

**Meaning:** Lamp that Florence Nightingale used in the Crimean War which provided her with the light that allowed her to serve patients in the most challenging situations.

**Source:** [Association of Turkish Nurses](http://www.turkishnurses.org)

Eun-Ok Im, PhD, MPH, RN, CNS, FAAN, professor and Marjorie O. Rendell Endowed Professor in Healthy Nursing Transitions.



Left to right: Drs. Elif Gursoy, Julie Fairman and Eun-Ok Im

In November 2013, I presented a paper entitled *Perceptions of Sexuality Concerning Women Among University Students in Turkey: A Pilot Study* at the 19th International Council of Women's Health Issues (ICOWHI) Congress on "Women's Health" 14-16 Nov, 2012 in Bangkok, Thailand.

Upon returning to Turkey, I plan to design and implement a project that contributes to women's health and their position in Turkish society. Also I plan to introduce the nursing school-hospital collaboration model to my university. Another goal is to initiate a leadership and management certification program for nurses in Turkey, which provide them the license to practice their duty in the health field.



Left to right: Dr. Pam Cacchione and Krittaporn Sirisom

### **Krittaporn Sirisom, M.Sc**

Boromrajonani College of Nursing, Songkhla, Thailand  
September 2012 - March 2013

While holding a faculty position in one nursing school, I am also a doctoral student at the Faculty of Nursing Prince of Songkla University, Thailand. My area of interest is elder care focused on family caregiving for older adults who have had a stroke. I am visiting the University of Pennsylvania, School of Nursing for 6 months to research the systems of care supporting older adult patients and their family transition from hospital or institutional care facilities to home. Under the mentorship of Pamela Cacchione, PhD, APRN, GPN, BC, Associate Professor in Geropsychiatric Nursing, Interim Program Director of Psychiatric Mental Health Program and Geriatric Nurse Practitioner in Geropsychiatric Practice of LIFE Program, I have observed and studied the system of service in LIFE (Living Independently For Elders) program. Upon returning to Thailand, I plan to develop services provided by the LIFE program to support impaired Thai older stroke survivors and their family caregivers get having an easier and more successful transition from hospital to home.



**Image:** The Symbol of Thai Nurses - "Flowers in Blue" also known as Indian Cork" has been used as a symbol of Thai Nurses since 1991.

**Meaning:** *Indian Cork* is a white fragrant flower that is easy to grow even in drought land. The root, stem and flower can be used as herbs. The flower is compared with nurses who dresses in a white uniform, is ready to provide care, and is committed to the benefit of mankind. A nurse is ready to learn and grow in knowledge and contribute to her profession wherever she lives.

**Source:** <http://www.panyathai.or.th/wiki>

\*Also published in *Penn Nursing Global Health Affairs Newsletter* Winter 2013. Published with permission.



## \*Spotlight on University of Pennsylvania School of Nursing International Visiting Scholars 2013

(Continued)



Left to right: Drs. Eun-Ok Im and

### Ok Kyung Ham, RN, PhD, MCHES

Associate Professor, Dept. Nursing  
INHA University, Incheon, Korea  
January 2013 - December 2013

I am an associate professor at Inha University, Incheon, South Korea. I am a former president of Korean Society of Public Health Nursing 2011-12. Recently, I have evaluated effects of cardiovascular health promotion programs offered to low-income women, and also evaluated counseling programs for obese children in Korean elementary schools. As a visiting scholar in the University of Pennsylvania School of Nursing, I would like to promote international cross-cultural collaboration in health disparity research with Dr. Eun-ok Im, and to learn latest trends in NIH funded research. After completing my visiting scholar program, I would like to advance community-based participatory research to empower disenfranchised people and to reduce disparities in health between groups.

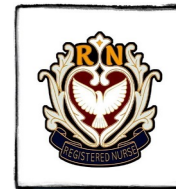


Image: Korea Nurses Association emblem

Meaning: Pigeon in the middle symbolizes peace & life. Heart shape that encompasses pigeon indicates love, and leaves around heart imply healing and restoration.

### Cláudia Silveira Viera, PhD, RN

State University of Western Paraná – Unioeste, Parana, Brazil  
January 2013 - March 2013

I was selected as one of three recipients of the International Post-doctoral Fellowship in Nursing, sponsored jointly by INDEN and Sigma Theta Tau International, for the 2012 - 2013 year. There are two purposes of my Fellowship: 1) to develop my research, and 2) to have experiences to enhance my ability to mentor students in both master's and doctoral degree programs at the State University of Western Paraná – Unioeste, Brazil.

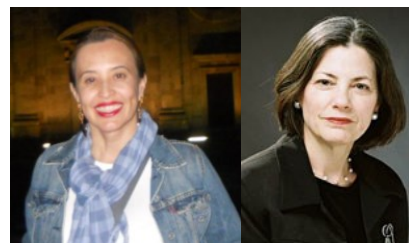


Image: Nursing Coat of Arms

Meaning: lamp: path, environment; snake: alchemy, magic; cross plus snake and science;

Source: [SÍMBOLOS DA ENFERMAGEM](#)

While at Penn Nursing I would like to learn about the current state of research and practice related to the follow up of preterm infants and their families, especially after discharge from a NICU. Dr Medoff-Cooper has arranged for me to observe NICU practice in the Penn hospital system, and will guide my study of follow up care. These experiences will inform my study of the growth of preterm and low birth weight infants



Left to right: Drs. Claudia Viera and Barbara Medoff-Cooper

study of the growth of preterm and low birth weight infants after NICU discharge. I would like to participate in meetings of NICU researchers and clinicians, and to participate in seminars about the mothers and their infants. Overall, my experience at Penn Nursing will enhance my mentorship of graduate nursing students in pediatric research and practice.

When I return to Brazil, I will conclude my research study. I plan to share the study findings with my colleagues, and with Congress, and to publish the findings together with my counselor. I will also apply what I have learned at Penn with my colleagues and students. I also aim to find ways to increase my University's collaboration in Visiting Scholar programs, particularly with the U of Penn School of Nursing.

\*Also published in *Penn Nursing Global Health Affairs Newsletter* Winter 2013. Published with permission.

## What's New and Upcoming in Doctoral Education

Patton, S. (February 11, 2013) The Dissertation Can No longer be defended. *The Chronicle of Higher Education*  
<http://chronicle.com/article/The-Dissertation-Can-No-Longer/137215>

Suggests that traditional dissertation is outdated and should not be one size fits all. It discusses and provides examples of nontraditional approaches such as three or four publishable articles, dissertations for public consumption, or group projects, and digital dissertations.

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

Cassut, L. (March 14, 2013) The Comprehensive Exam: Make It Relevant. *The Chronicle of Higher Education*.  
<http://chronicle.com/article/The-Comprehensive-Exam-Make/131012/>

Discusses purpose of doctoral comprehensive examinations as being to identify students best suited for continuing on to dissertation work. If so, should not the comprehensive examination focus on research methods and practices rather than test for everything learned in the field?

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

## INDEN BUSINESS

### 2013 INDEN BIENNIAL CONFERENCE “Strategies for Quality in Doctoral Education”

- ◆ International Learning and Networking
- ◆ Just before Sigma Theta Tau International Research Congress at the same location
- ◆ Join us in Prague this July 2013
- ◆ Register today: <http://www.regonline.com/Register/Checkin.aspx?EventID=1097696>

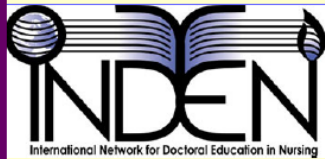
### STTI-INDEN FELLOWSHIP

- ◆ Deadline has been extended to June 30, 2013
- ◆ See below for attached application

### SUMMER OPPORTUNITY

The Hong Kong Polytechnic University is offering International Nursing Scholarships for its summer program on Pre-PhD in Research Excellence (INSPIRE), July 7-19. The program is for those considering a career in research with a minimum of a BSc degree (preferably MSc). Those with a nursing background will have priority. The program will include 15 hours of lecture and 10 hours of discussion. Application deadline is **May 30<sup>th</sup>**. Please see the link below for more information.  
<http://sn.polyu.edu.hk/inspire/>





## 2013 BIENNIAL MEETING

“Strategies for Quality in Doctoral Education”

Prague, Czech Republic  
July 21-23, 2013

***Just before the Sigma Theta Tau Conference on July 22-26, 2013 in the same location:***

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- Hear International Leaders in Nursing Research and Doctoral Education

### ***CONFIRMED SPEAKERS:***

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President Elect (2011-2013) Sigma Theta Tau International  
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University of the Western Cape, South Africa

**Fongcum Tilokskulchai, PhD, RN**

Dean, Faculty of Nursing  
Mahidol University, Bangkok, Thailand

**Peter Griffiths, PhD, BA, RN**

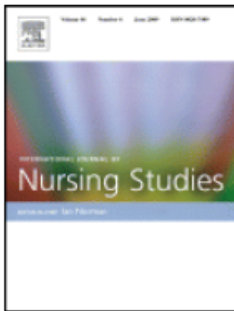
Executive Editor International Journal of Nursing Studies  
Chair of Health Services Research, Faculty of Health Sciences  
University of Southampton, UK

**Richard Redman, PhD, RN**

Ada Sue Hinshaw Collegiate Professor of Nursing  
University of Michigan School of Nursing, Ann Arbor, MI, USA

**Sonja Mcilpatrick, PhD, RN**

Reader, Postgraduate Tutor PhD Programme  
University of Ulster Institute of Nursing and Health Research, UK



## CALL FOR APPLICATIONS

### THE INTERNATIONAL JOURNAL OF NURSING STUDIES - INDEN AWARD 2014 Award

The INDEN Board is pleased to invite applications for the *International Journal of Nursing Studies INDEN 2014 Award* which is designed to support and encourage INDEN students and recently graduated Scholars to publish scholarly reviews drawn from their doctoral studies. The annual award is sponsored by the *International Journal of Nursing Studies*, the leading academic nursing journal.

#### **Eligibility**

The award worth 500 Euros is open to

- a) all current Doctoral students;
- b) Doctoral students who have graduated within the previous 12 months of the award (June 2012- June 2013).

**Eligible students/recent graduates must also be members of INDEN**

#### **What sorts of papers?**

The award is for a review paper (systematic review, literature review or methodological review) which is judged by the INDEN Board to have made the most valuable contribution to the knowledge base of professional nursing and/or midwifery.

#### **Procedure for submission**

Applicants should submit their paper electronically to the IJNS Editorial Office [ijns@kcl.ac.uk](mailto:ijns@kcl.ac.uk) by **30<sup>th</sup> Sept 2013** (for the 2014 Award) together with a covering letter notifying that this is an entry for the award. In so doing competitors are, in effect, submitting their paper simultaneously for the award and for publication in the IJNS. All applications should include the accompanying application form, covering letter and the Author Checklist available via PDF on the journal homepage [www.elsevier.com/ijns](http://www.elsevier.com/ijns). An electronic version of the application form can also be found on the journal homepage, under 'Journal News'.

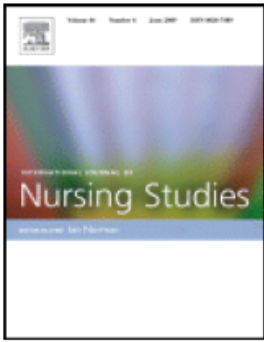
#### **Procedure for judging applications**

All submitted papers will be considered by an editorial committee convened by the journal Editor-in-Chief, who will shortlist the applications and submit the shortlisted papers for consideration by the INDEN Board. The Board will select the prize winning review. The Board reserves the right not to make an award.

**The prize winning entry will be published in the International Journal of Nursing Studies, subject to the usual journal review process - and will be identified as the competition winner. Other papers submitted to the competition, whether or not they are shortlisted, may also be published in the journal, subject to satisfactory peer review.**

**The award will be announced in November 2014 and the prize winners will be notified by email. The award will be officially presented at the biennial INDEN conference, 2015.**





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**Sample content includes:**

**[Nurse-patient collaboration: A grounded theory study of patients with chronic obstructive pulmonary disease on non-invasive ventilation](#)**

Dorthe Sørensen, Kirsten Frederiksen, Thorbjørn Groefte, Kirsten Loborg  
*Volume 50, Issue 1, January 2013, Pages 26-33*

**[Nurses' reports of working conditions and hospital quality of care in 12 countries in Europe](#)**

Linda H Aiken, Douglas M Sloane, Luk Bruyneel, Koen Van den Heede, Walter Sermeus  
*Volume 50, Issue 2, February 2013, Pages 143-153*

**[Is it worth it? The value of nursing and the value of educated nurses](#)**

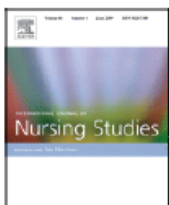
Peter Griffiths, *Volume 45, Issue 1, January 2008, Pages 1-2*

**[Towards an alternative to Benner's theory of expert intuition in nursing: a discussion paper](#)**

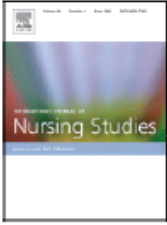
Fernand Gobet and Philippe Chassy, *Volume 45, Issue 1, January 2008, Pages 129-139*

**[Nurse turnover: A literature review](#)**

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



Citation Reports 2012, Thomson Reuters



# **APPLICATION FORM**

## **THE INTERNATIONAL JOURNAL INDEN AWARD**

Please complete the details below and submit this form along with you manuscript, covering letter and author's checklist to Stephanie Waller, Editorial Assistant at [ijns@kcl.ac.uk](mailto:ijns@kcl.ac.uk)

**Manuscript Details** - Title:

**Author Details** - Corresponding Author:

Name:

Affiliation:

Email address:

**First Author:**

**Order of Authors:**

**Abstract:**

**Keywords:**

Statements of:

- What is already known about the topic?
- What this paper adds?

**Additional Information** - Author comments:

**Declaration** (to be signed by the first author)

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

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

I am currently a member of INDEN.

Signed ..... Date .....



## 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, 2014**.
- The fellowship does not support travel or related expenses for accompanying adults or children.

### Application Checklist – Deadline **June 30, 2013**

- 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](mailto:inden@jhu.edu) with the subject heading “2013 STTI/INDEN Fellowship Application” and received electronically by **June 30, 2013**. 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. Susan Spry at [susan@stti.iupui.edu](mailto:susan@stti.iupui.edu) about how to apply for membership as a Nurse Leader. She is the Global Chapter Advisor for STTI.

INTERNATIONAL POSTDOCTORAL FELLOWSHIP IN NURSING

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](mailto: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 printed and signed by the applicant and his/her employer. Then this page can be scanned and emailed to: [Inden@jhu.edu](mailto:Inden@jhu.edu) **OR** faxed to: 1-443-287-0547

### To be signed by the applicant:

I, \_\_\_\_\_, a faculty member at \_\_\_\_\_ University am applying for the INDEN/STTI fellowship, for the 2013 – 2014 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 2013 – 2014 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 \_\_\_\_\_