

Advances in Nursing Doctoral Education & Research

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

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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

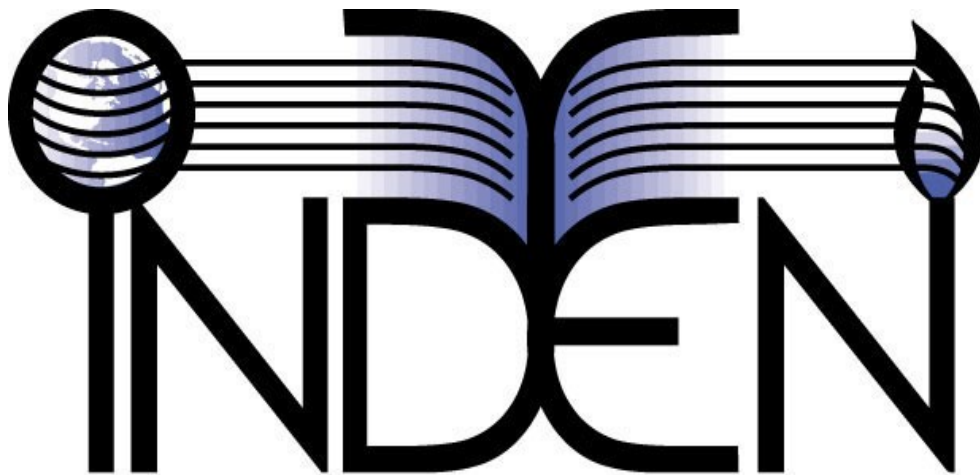
Author Guidelines

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

Globalisation and global health remain a key challenge for nursing and midwifery. This concept of globalisation and the impact on doctoral nursing education is central to the mission of INDEN, which seeks to advance doctoral nurse education globally. In June this year, I had the privilege of attending the European regional meeting of the Global Advisory Panel on the Future of Nursing & Midwifery (GAPFON). The Global Advisory Panel on the Future of Nursing (GAPFON) was convened by The Honor Society of Nursing, Sigma Theta Tau International (STTI) as a catalyst for nurse leaders to work together and develop a unified voice and vision for the future of nursing and health care globally.



During the European regional meeting, participants confirmed that priority issues and action strategies must focus on healthcare leadership, policy, education/curriculum, and workforce/practice. Furthermore, quality of care was identified as an essential overarching theme to be integrated within all strategies and recommendations. Finally, the outcomes of the GAPFON European Regional meeting reflected strong regional support for the priority areas of the World Health Organization (WHO), including education, research, policies and strategies, communication, and interprofessional collaboration. The GAPFON European Regional Meeting represents one of seven global regions where STTI has conducted meetings during the past two years. For more information about GAPFON, visit www.gapfon.org.

These are key aspects that resonate clearly with the core values, aim and mission of INDEN and this will be something that will be reviewed and taken forward by INDEN. This global context for doctoral education and subsequent impact is something will take up in our future editions of *Advances in Nursing Doctoral Education & Research (ANDER)*. I invite you to submit a paper reflecting the experience and outcomes of your program or your thoughts on this matter.

Greetings from INDEN President

This current issue of ANDER also reflects the global context. It features a number of international student perspectives, alongside faculty members' views of challenges of providing doctoral education within a specific international context.

In conclusion, it would be difficult not to reflect on some of the recent world events and question the potential impact on globalisation. Nevertheless, despite these changes and a sense of potential uncertainty, the key challenges for health and health care remain. Nurses have a key role not only in providing health care and ensuring universal access to health care but also in promoting the global health agenda.

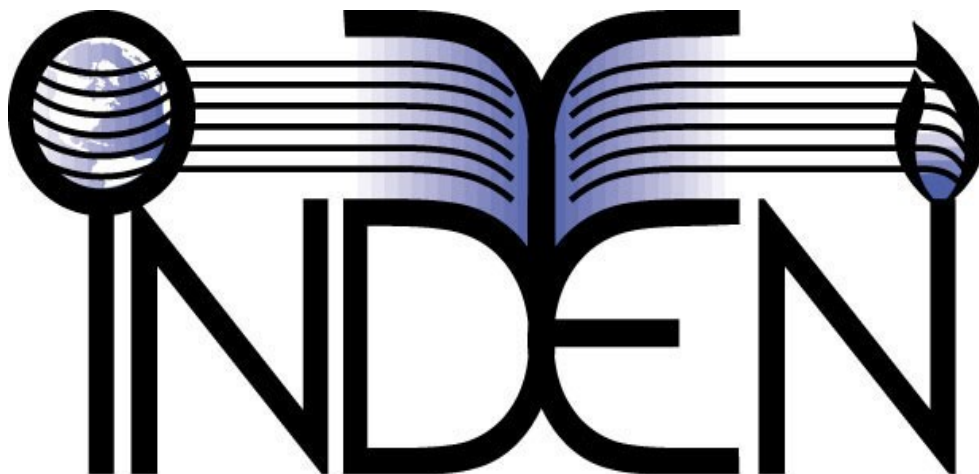
Sonja McIlfatrick, PhD, RN

President, INDEN

Signature Redacted

Professor of Nursing

School of Nursing, University of Ulster, Ireland, UK



Letter from the Editors

Dear Readers

Welcome to the second issue of the *Advances in Nursing Doctoral Education & Research (ANDER)* in 2016! In this issue, we have two articles; the first paper '*Managing "difficult situations" in doctoral research supervision: a critical commentary*', explores some very practical difficulties experienced within the doctoral supervision process. Venkatasalu M R shares some possible strategies and discusses how these can assist supervisors, reduce student attrition and increase the rates of completion for doctoral students. The second publication is a reflective journey written by Dr Grace W.K. Ho, PhD, RN. This paper, titled '*Facing new challenges in a familiar place: My experience bringing my training back home*', describes the author's experience, of becoming a nursing academic in the US. In addition, we have three student perspectives in this issue. These are written by doctoral nursing students from the Philippines and Brunei Darussalam, highlighting their dissertation projects. In the column, '*What's New*' in doctoral nursing Education, Professor Laurel Eisenhauer shares current published research on doctoral education. We hope that you will remain engaged and enjoy reading the papers that we are publishing in this issue!

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Facing new challenges in a familiar place: My experience bringing my training back home

Grace W.K. Ho, PhD, RN

In 2005, with a one-way ticket and two suitcases, I moved over 8,000 miles from my home of Hong Kong to Baltimore, Maryland (U.S.) to pursue a college degree. A decade later, I had become a registered nurse with a PhD and was completing a 1-year postdoctoral fellowship. I had a wonderful relationship with my mentor and worked closely with an amazing team of colleagues. My plan was to continue my research in the U.S., with hopes of working at an institution somewhere along the East Coast. But as my fellowship was coming to an end, I felt an urge to move back to Hong Kong. I wanted a new challenge and a dramatic change; I also reasoned that it was probably the only point in my life, both professionally and personally, where I would be able to pursue this new experience. After much deliberation and with overwhelming support from friends and loved ones, I accepted an exciting offer for an academic position at a research-intensive university in Hong Kong. With 19 boxes and an open mind, I returned home.

It has been 3 months since I started my new position, and most of the challenges I experience are likely familiar to any junior academic. I am still learning how to juggle my time between teaching and research; the pressure to publish and obtain funding is evident. However, there are additional obstacles that are unique to starting an academic career in a system that is different from the one that I was trained under. For example, I spent a lot of time in the first two months learning about the funding mechanisms and academic programs here, which are largely different from those in the U.S. It also took longer than expected to get re-acclimated to the local culture, particularly within the work place. But, as I am scaling this steep learning curve, it became apparent that my training has adequately prepared me for these challenges. Further, the amount of knowledge and insight that I

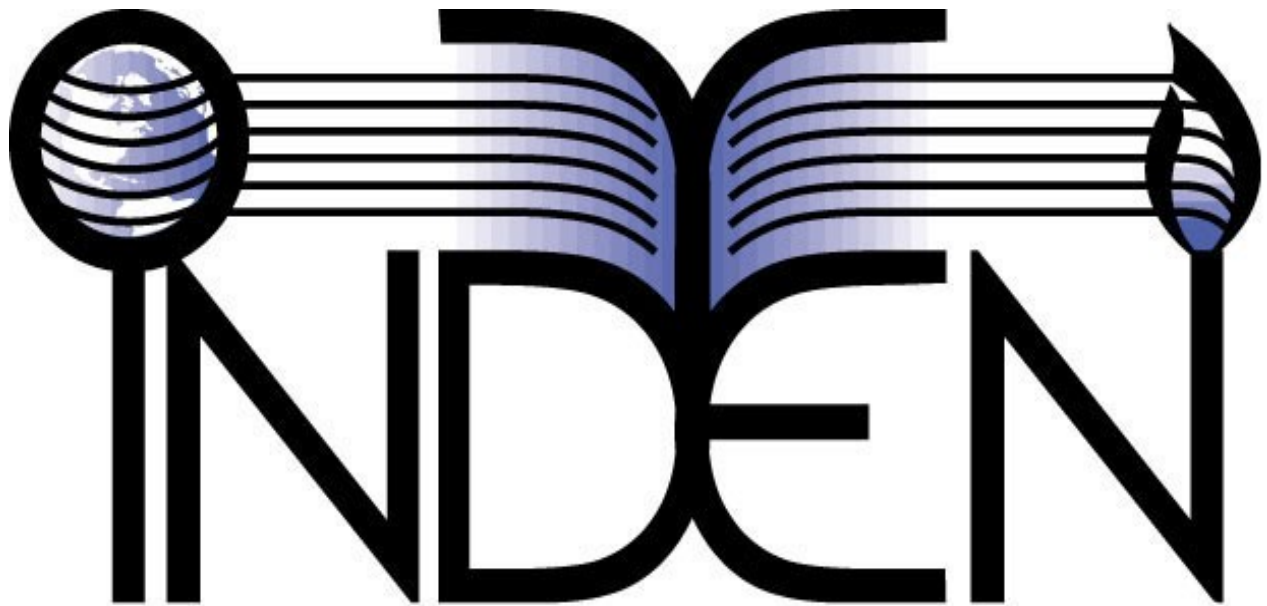
have gained is not only necessary, but also highly rewarding.

One thing that has been especially helpful with my transition is staying connected with the support systems that were established during my pre- and post-doctoral training. Maintaining ongoing relationships with my mentor and colleagues in the U.S. has helped tremendously as I navigate this new and foreign academic landscape. Admittedly, the 12-hour time difference can be tricky, but there are also a myriad of ways to effectively keep in touch. For example, my mentor and I still meet regularly via Skype, and my colleagues and I update each other via frequent emails. As a novice and new recruit, it feels more reassuring and less intimidating to discuss new ideas and troubleshoot with familiar faces. These conversations also provide much needed strength and guidance as I establish my identity and routines in the new environment. Given the remarkable change in my surroundings, I am grateful that I can turn to old friends who are so generously sharing their time with me.

Inevitably at times, I still wonder whether moving back to Hong Kong was the right decision. But, as I look back at my short time here, I am already amazed by the things that I learned and the people that I met. My perspectives have also broadened as I begin to see the world as a smaller and more connected place. As doctoral nursing education becomes an increasingly internationalized enterprise, more nurse scientists may choose to return to their home country or relocate overseas after their training. Although this may be a less travelled path, my experience is ultimately encouraging and gratifying. It further confirms that the rigor and conduct of science and education are universal, and that the skills of a doctoral prepared nurse are invaluable and applicable anywhere in the world.

Peer Reviewed

Dr. Grace W.K. Ho is an Assistant Professor School of Nursing at The Hong Kong Polytechnic University.



Managing “difficult situations” in doctoral research supervision: a critical commentary

Munikumar Ramasamy Venkatasalu PhD, RN

Abstract

This paper aims to explore the practicalities of managing ‘difficult situations for doctoral students’ in doctoral research supervision. The author will draw on personal experiences, and published literature related to doctoral supervision to support the arguments in this paper. This paper will first describe ‘difficult situations’ that may arise in the supervisory process, secondly, the factors that cause difficult supervision, and, finally, outline some strategies to help manage difficult research supervision. The paper concludes that while the doctoral research journey does include inevitable ‘ups and downs’, an understanding of the student context and the diligent use of available strategies should assist successful supervision, reduce attrition and increase doctoral completion rates.

Background

The goal of doctoral supervision is to provide mentoring to novice practitioners to facilitate their evolution to become independent scholarly practitioners (Gardner, 2008). However, the doctoral journey is known for ‘ups and downs’ Ever-changing global healthcare issues, dynamic and complex contemporary globalized communities, funding issues, and faculty shortages are process-centered issues that may often create difficult situations in doctoral education in nursing (Ketefian, Davidson, Daly, Chang, & Srisuphan, 2005). Synonyms for difficult situations includes pressed, oppressed, deadlocked, stuck, beleaguered, worse off, out of your depth, in deep trouble, and up against something. This paper aims to critically explore the practicalities of managing ‘difficult situations’ within doctoral research supervision.

Factors relating to difficult supervision

This paper outlines both a) student centered and b) supervisor centered issues that might contribute to difficult situations within the doctoral supervision process

a) Student centered issues

Irrespective of if the cause is linked to the student, supervisor, or both, difficult situations can impact on the supervision process. A study by Pyhältö, Vekkaila, and Keskinen (2012), exploring the 'fit' between doctoral students and supervisors, found discrepancies in their perceptions towards resources and challenges in the doctoral journey. In their online survey of 1184 doctoral students and 431 supervisors in Finland, they reported that students placed higher value on the a) availability of scholarly community and supervision, b) personal regulators c) research specific factors, and d) structure and settings when compared to supervisors. Another study (Pyhältö, Toom, Stubb, & Lonka, 2012) examining doctoral students' problems and wellbeing (n=669) reported that doctoral students identified general working process (31%), domain specific expertise (29%), supervision and community (21%) and resources (19%) as important aspects.

In contrast, author recently held a research supervisor training workshop at his South East Asian University. Research supervisors were asked to identify the causes of difficult situations in any doctoral journey. In total of 23 research supervisors with background of public health, biomedical, nursing and medical sciences were attended this workshop. Most of them were graduated from the UK higher education institutions and a few also from Australia, India and USA. The years of doctoral supervision from 1-15 years, except one have had 20 years of doctoral supervisory experience in

biomedical sciences. In this workshop, participants reported various factors that were identified as related as to doctoral student attributes (see box 1).

Box 1. Factors that contribute to ‘difficult situations’ in supervisory practice	
Do not have writing skills	Dilemma
Not getting along with peers	Less motivated
Lack of discipline	Problematic
Perfectionist vs deadlines	Lack of facilities
Activities inappropriate time	Not keeping appointments
Makes complaints against supervisors and university	Students think they are better than supervisors,
Not happy with supervisory team	Health problems
Not seeking support when needed	Difference of opinions
Personal conflict	Unable to cope
Uncooperative supervisors or students	Lack of funding
	Lack of resources
	Do not want to listen/take advice

b) Supervisor centered difficult situations

Mainhard, van der Rijst, van Tartwijk, and Wubbels (2009) illustrated that difficult situations from the supervisor perspective are linked to three key factors. Firstly, the double role of assessor and guide: where the supervisor is both a guide and yet also supervisor with responsibility for evaluating and reporting back to faculty on his/her student progress. The second factor relates to a perceived mismatched supervisory style with student's needs and expectations. Mismatched relationships often result from poor assessment of student needs, over-expectations about student learning, less experienced supervisory team, and lack of resources and cross cultural challenges, e.g., supervising students from different cultural backgrounds may contribute towards supervisor centered difficult situations. For example, from the author's experience, students from Asian backgrounds often tend to be passive listeners rather than engage in active discussion during the supervisory meetings which can be considered as inappropriate. Lack of understanding and awareness of such cultural differences may be counterproductive to the student assessment process impacting on poor supervisory meeting outcomes. Finally, the supervisor's awareness of the importance of the supervisor and supervisee relationship and the need to develop trust dependent on the duration of such relationships can contribute to potential supervisor centered difficult situations.

Strategies to deal with difficult situations

From the above discussion the following strategies that could support avoiding difficult situations in doctoral education are outlined. These strategies include 1) understanding the 'research student' 2) developing strategies within university settings 3) the use of an evidenced-based model to improve

supervisor-doctoral student relationships and 4) regular evaluation of supervisory experiences by both the supervisor and the student.

1. Understanding your 'research student'

Supervisors need to undertake a holistic and comprehensive assessment to better understand each research student, especially in terms of their learning needs, learning styles and cultural background. Both formal and informal assessments may be useful for completing such assessments. From the author's experiences, many UK universities use various formal tools (see box 2) to assist such assessments. Informally, supervisory meetings might also aid to complete such assessments for example, exploring and facilitating research training needs of the student. Explicit discussions of expectations with each student may contribute to a successful student/supervisor relationship. In the recent research supervisor training workshop outlined previously, whenever we asked supervisors about 'expected' research student behaviors, a set of 'ideal' student characteristics were identified (see box 3). Although it should be discouraged to 'impose' supervisor centered learning in doctoral education, this paper encourages sharing such expectations and explicit discussions on how those expectations might aid successful doctoral completion and help avoid difficult situations in doctoral supervision. Similarly, Marsh and coworkers (2012) reported that research students expect their supervisor to be reliable, encouraging, knowledgeable, informative, sharing, and to have confidence in the student.

Box 2. Supervisor’s expectations of the “Ideal” research students

Updated knowledge sourceful Well-read Sharing knowledge Self-disciplined Motivated Committed Critical thinker Independent Makes their own judgements Broad thinker Enquiring mind Able to take constructive criticism Articulate	Re-	Creative Enthusiastic Willing to learn Believe that Intelligence can be learned Curious Wanting to do it Sincere Able to express ideas Respectful Perseverance Consistent Work smart Intelligent	Confidence Visionary Admit mistakes Humble and honest Innova- tive Receptive to comments Meet deadlines Having work ethics Hard- working Ready to work on extended time Quick learner, Good listener, Able to think out of box Be proactive Time management
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2. Strategies to manage difficult situations

‘Difficult situations’ are common in the doctoral journey, and both supervisors and students should be directed towards various established policy frameworks to solve such difficult situations. Some examples are provided in box 3.

Box 3. Examples of tools to manage difficult situations

- University policies and regulations
- PhD-specific regulations (i.e. doctoral quality indicators)
- Agreed upon supervision feedback documents
- Adult learning principles
- Student support mechanisms within the University
- Annual reviews

3. Adopting supervisory model

Positive outcomes of doctoral studies are highly related to the level of doctoral student/supervisor interpersonal relationships (Kim et al., 2015; Pyhältö, Vekkaila, et al., 2012). Indeed, a positive supervisor/student relationship is associated with good progress and improved student satisfaction. Adopting supervisory models can help not only to assess the supervisory relationship but also provide strategies to improve such relationships. For example, Mainhard et al. (2009) developed a model for the supervisor–doctoral student relationship and explored the relationship between supervisor and doctoral student, providing supervisors with feedback on their interpersonal style towards a particular student.

4. Evaluation of supervisory experience

Regular and formal evaluations of research supervisory experiences of students have also been reported as key in negating difficult situations and sustaining quality in doctoral supervision. Formal evaluation may include university-led or specific faculty-centered evaluation. Another perspective on evaluation comes from a university in the UK that used peer-review as a means to evaluate the re-

search supervision process. This included the faculty peer observing and recording elements of good supervision, providing shared points to improve the supervisory process with the supervisor.

Conclusion

To conclude, doctoral completion rates are key in maintaining faculty/university rankings and supervisor credibility. Although, the doctoral research journey most often includes inevitable 'ups and down', a deeper understanding of student characteristics and context, and the diligent use of available strategies will enable more successful supervisor/student relationships, decrease attrition, increase doctoral completion rates, and improve the quality of doctoral supervision.

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Doctoral Student Perspectives

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I qualified as a nurse in 2002 in Brunei. After qualifying, I went to pursue my first degree at the Cardiff University and University of Liverpool to study healthcare ethics. In 2007

I returned home to start my teaching career in nursing, specializing in nursing ethics. In 2010, I commenced my PhD where my research examined the ethical dimension of nursing practice in

Brunei Darussalam. My research interests revolve around nurses' understanding of ethical concern and the reasoning behind such concern. I am particularly interested in nurses in general wards and the way they experience ethical concern, but also in nursing students and their perception of ethical dimension in practice. I also have an interest in nursing education research.

My doctoral research is focused on the manner in which ethical dimensions in nursing practice are approached and addressed in Brunei Darussalam. I conducted in-depth interviews with 28 practising and administrative nurses. I have explored how ethical dimensions present themselves in nurses' practice by describing the difficulties they are facing in the real world of nursing practice; how the nurses respond to these difficulties and why they make such responses. This thesis begun by setting the context of the study, followed by examining the development of nursing in Brunei, both from an educational and service perspectives. The study also explored the interest shown in the ethical aspect of nursing practice, particularly with the launch of the code of ethics and code of professional conduct in 2010 in Brunei Darussalam. In July 2016, I completed my viva/dissertation



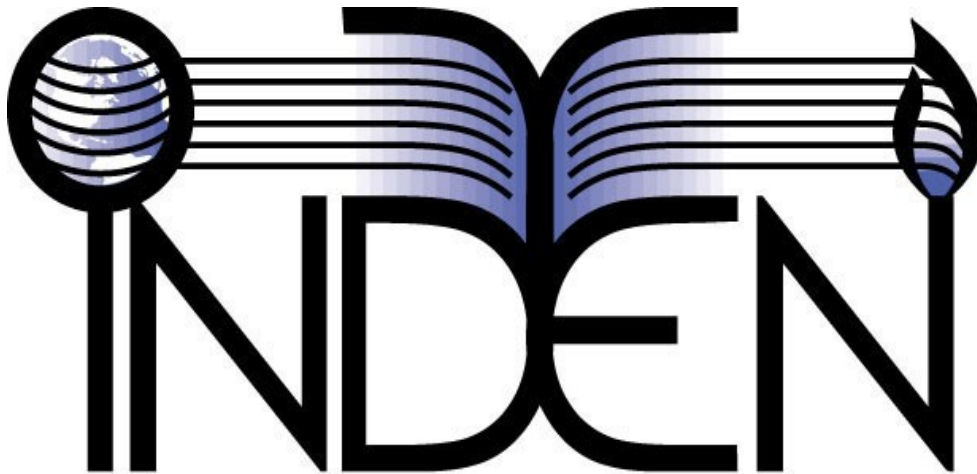
Doctoral Student Perspectives

defence and hope to graduate in December 2016.

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Doctoral Student Perspectives

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PAPRSB Institute of Health Sciences, UBD,
Brunei Darussalam. PhD student

I am a part time PhD student at the Universiti Brunei Darussalam (UBD) and work as a nursing lecturer at the PAPRSB Institute of Health Sciences, UBD. I have completed my MSc in Advanced Clinical Practice in 2010 from the University of Southampton UK. I am in my first year of my study and expected to complete my PhD in 2019. My supervisor is Professor Munikumar Ramasamy Venkatasalu.



My doctoral study is an evaluative research on ways of improving mental health care through the implementation of Mental Health Order 2014 (MHO 2014) in mental health settings in Brunei Darussalam. I am interested in this this topic as Brunei Darussalam has seen a steady increase in people suffering with various forms of mental illness. According to the statistics from the Psychiatry Department at the Raja Isteri Pengiran Anak Saleha (RIPAS) Hospital, a total of 13,294 cases of mental health cases were recorded in 2012. The following year saw an additional 1,530 new mental health cases with 11.5 percent increase in mental health cases with 14,821 cases reported in 2013 (Brunei Times, 2014). The country is concerned with the rise in the number of cases with people suffering from various mental disorders for the least populated country which has a population of about 420,000. Existing evidence strongly suggests mental illness is a leading cause of suffering, economic loss and social problems. The Lunacy Act-1929 was introduced whereby a family mem-

Doctoral Student Perspectives

ber or guardian must request in court for a patient to receive mental health treatment, however there are times the application is not properly applied and made without a doctor's examination. This Act was found to be inadequate and inappropriate, therefore in 2014, Brunei introduced the Mental Health Order 2014, replacing the Lunacy Act 1929. The new Mental Health Order law will bring in sweeping changes to mental healthcare in the country as comprehensive guidelines are in place to address treatment, which covers the admission of patients to hospital, initial treatment and rehabilitation as well as integration into society. However, there have been no attempts to investigate the process by which the patient is detained under MHO 2014 from either the mental health professionals or patient's perspective. Nor is there an understanding of how the events before, during and after the implementation of MHO 2014 are managed or what the consequences of these events are for both mental health professionals and patients. This study sought to address this deficit in the literature. This study will use mixed methods design. In the first stage, I will conduct a retrospective cohort study to estimate the prevalence of detention order use, length of stay, factors led to detention, diagnosis, treatment and outcomes of detention. In stage 2, a qualitative study will employ face to face semi-structured interviews of eight of detained patients, family carers, nurses, doctors and police officers who used detention orders.

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Doctoral Student Perspectives

Jordan Tovera Salvador, PhD, RN, EMT, FRIN, FRIEdr

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I am Dr. Jordan Tovera Salvador, 29, originally from Manila, Philippines. I am working as an Assistant Professor of Nursing Education at University of Dammam, Kingdom of Saudi Arabia. Likewise, I am also holding the administrative works as Coordinator for Quality and Accreditation Department and Supervisor for Examination and Evaluation Unit.



Presently, I am enrolled in the PhD in Nursing Education Major in Educational Leadership and Management program at St. Paul University Manila (SPUM) in the Philippines. I am on my second year, since some of my courses/subject were credited from my first PhD degree in Social Development at Philippine Women's University in Manila City, Philippines. Hopefully, I could finish my degree by the last quarter of 2017 with flying colors.

The PhD program offered by SPUM is a multi-disciplinary nursing platform. It has well-defined course tracks to prepare PhD students for bigger roles in the profession and provide suitable knowledge, skills, and attitude to make positive changes and contributions not only for nursing education but as well as in practice and research. The program is unique and systematically outlined. Curriculum is arranged in a manner of program research that will prepare PhD students in materializing their topic of choice for dissertation. Likewise, it encompasses blended courses that would assist PhD students to bear all the competencies needed to be an expert in the profession. Additionally, professors and faculty members are all effective and efficient; in fact, they offer timely assistance

Doctoral Student Perspectives

and guidance whenever a student needs them. From the time I enrolled in the PhD program, I can say that I have learned so many things, which made my work life easier especially in formulating strategic plans and leading and managing distinctive units like the academic quality and examination control. Furthermore, it steered me to vigorously partake in research developments. Some of the courses in the program necessitate publishing a research work/article, or a systematic review of literature in international peer-reviewed journals and presenting papers either locally or internationally, these challenges students to exceed their limits. Similarly, preparing them to be globally competitive PhD degree holders. For me, the PhD in Nursing Education of SPUM is truly a center of academic excellence for its unwavering compassion and dedication to hone students that will be a catalyst for improvements in the nursing profession.

Currently, I am working in a research project called **HOPE**, *Holistic Outlook for Pinoy Elderly*, which envisions providing a better future for the elderly in the Philippines. Having a PhD in Social Development and acquired knowledge in my present-day PhD degree, I want to incorporate nursing in the social development context because I believe that nurses have the heart, mind, and skills to be the “change agents” for a better and healthier world. I will continuously uphold presenting my research advocacies to touch people’s lives and show them the beauty of life that there is HOPE when we believe.

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What's New in Doctoral Education

Compiled by

Laurel A. Eisenhauer, RN, PhD, FAAN

Professor Emerita, Boston College, Connell School of Nursing

1. Bilecen, B. and Faist, T. (2015), International doctoral students as knowledge brokers: reciprocity, trust and solidarity in transnational networks. *Global Networks*, 15: 217–235. doi: 10.1111/glob.12069

This article uses a network perspective to explore the activities of international doctoral students in their transfer of knowledge and the underlying social conditions of knowledge transfer via transnational friendship networks.

2. Maringe, F. and Jenkins, J. (2015) Stigma, tensions, and apprehension: The academic writing experience of international students, *International Journal of Educational Management*, Vol. 29 Iss: 5, pp.609 – 626. DOI: <http://dx.doi.org/10.1108/IJEM-04-2014-0049>

This paper explores the experiences of the academic writing experiences of international doctoral students in order to uncover how international students' cultural and language backgrounds may be marginalised and considered as barriers and not as facilitators of academic writing in the western context of universities.

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This article looks at how international students obtain information about colleges and universities in the United States.

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