Advances in Nursing Doctoral Education & Research

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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
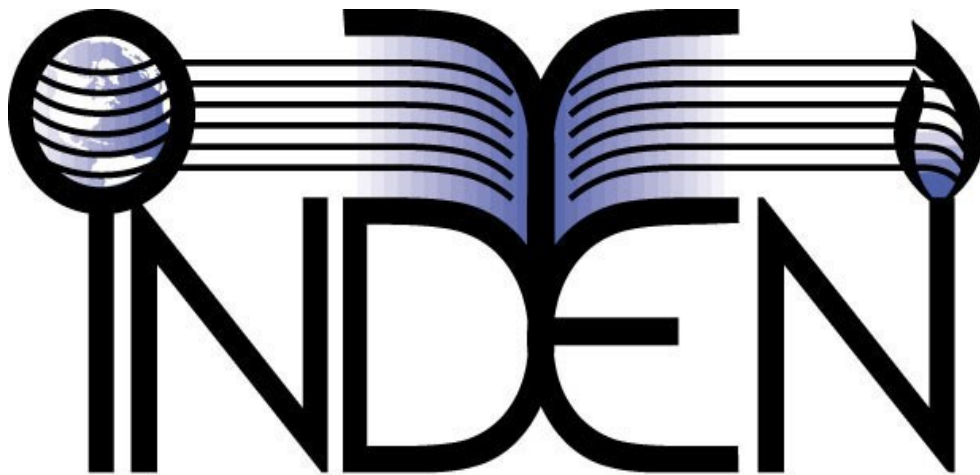   3-4 key words

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

Editors and Board Members

Greetings from INDEN President

Greetings and best wishes for 2017! It is hard to believe that a fresh new year is once again upon us. Traditionally this time provides an opportunity to reflect on the year that has gone by, to take stock of achievements and to be thankful for the blessings of the past year. At the same time, a new year also affords the opportunity to start afresh, to consider what you might want to achieve in this year, setting targets and goals. These may include some personal aspects, such as perhaps considering a new diet; exercise plan, new hobby or interests and other work and employment aspects, such as a new job or challenge.

Nevertheless, the new year provides an opportunity to reflect on the past achievements and future goals for the International Network for Doctoral Education in Nursing (INDEN). The main aspect for 2017 is that we are excited and looking forward to our next biennial meeting: Global Perspectives on Doctoral Education in Nursing, July 26-27, 2017, Trinity College, Dublin, Ireland. I hope that many of you will be able to join us and engage in faculty and student presentations, posters, and interactive sessions to explore innovative models of doctoral nursing education that promote faculty and student scholarship worldwide as well as challenges, opportunities and future directions.

It is fitting that at the start of a new year, that this edition of Advances in Nursing Doctoral education and Research would focus on distance and online PhD programmes. In today's world we do not need to look too far to see the impact of changes in technology on education provision and research. For example, online graduate programs are on the rise, as a result of changes in globalization, technological developments and in response to the needs of busy students. This has led to an increased presence and acceptance of online and distance PhD programs globally. It is important that we clarify terminology that is perhaps used inconsistently and interchangeably. "Distance" tra-

Greetings from INDEN President

ditionally refers to courses delivered when the instructor and learner are apart, most usually now delivered online. On the other hand, "blended" is the term to describe courses that offer a hybrid of online and in-person delivery. There are various advantages to such approaches, such as offering flexibility for busy people to access doctoral education. There are however, disadvantages, such as fewer opportunities to enable dialogue and discussion, also considered as an important aspect of doctoral education. Nevertheless, despite what may be your personal perspective on such provision, it is vital that as a profession, we examine and consider the implications of such developments on nursing doctoral education. Therefore, I hope you find some of the papers within this edition of interest and relevant.

So, in conclusion, as we look forward to 2017, let's be excited about what we can achieve for doctoral nurse education and INDEN! I would like to leave you with the words of Albert Einstein:

"Learn from yesterday, live for today, hope for tomorrow".

Sonja McIlfatrick, PhD, RN
President, INDEN

Professor of Nursing

School of Nursing, University of Ulster, Ireland, UK

Letter from the Editors

Dear Readers,

Happy New Year!

In this first issue of the Advances in Nursing Doctoral Education & Research (ANDER) of 2017, we have compiled two articles related to distance and blended learning in doctoral nursing education. In the first paper entitled, *"Distance Learning for PhD Education: Experience and Outcomes,"* Drs. N.C. Sharts-Hopko and M.L. Fitzpatrick reviewed the history and their overall experience of using distance education as a primary mode of content delivery for a research-focused doctoral nursing program. Since its inception in 2004, this doctoral program has produced over 50 graduates; the development, implementation, and challenges of using a distance learning model were described.

In the second paper, Drs. P. Aselton, J. Demartinis, and R. LeBlanc discussed the challenges and opportunities in preparing clinical scholars in an online Doctor of Nursing Practice (DNP) program in *"Transformations in Nurse Practitioner Education and Clinical Scholarship."* The authors shared the their experience and strategies in improving the curriculum and organization of an online DNP program to support clinical scholarship; other strategies that are currently being piloted were reported.

In this issue of Doctoral Student Perspectives, three PhD students share their insights on their journey in pursuing a doctoral nursing degree. Representing three different countries – United States, China, and the Philippines – these students candidly describe their diverse research interests and their common goal of advancing nursing science and education.

Lastly, we close this issue with Fellowship Reports and an announcement of the 2016-2017 International Post-Doctoral Fellowship in Nursing recipients.

Letter from the Editors

We hope that you will enjoy this issue of ANDER, and generate or continue discussions on distance and blended learning in doctoral nursing education.

Grace W.K. Ho, PhD, RN

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DISTANCE LEARNING FOR PHD EDUCATION: EXPERIENCE AND OUTCOMES

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Abstract

Our experience with distance education as the primary delivery strategy for a research-focused doctoral program since 2004 is reported. Fifty-five alumni of the program are demonstrating professional success in academic as well as professional association, clinical, and government organizations. Decisions throughout the process of developing and implementing the program are examined, and challenges that were encountered are considered. Further enhancement of students' research experience with faculty is an area for continuing development of the program.

Key words: Distance learning, doctoral nursing education

Introduction

The PhD Program in Nursing at Villanova University welcomed its inaugural class of 12 students in May 2004. The program was developed as a distance education program punctuated by three on-campus intensive summer sessions. With 55 graduates to date, and a considerable body of evaluative data, we are able to reflect on the program's effectiveness as well as areas in which improvement is warranted. This article describes our experience with distance education as the primary mode of delivery of an academic program leading to a research doctorate.

Design of the program

Faculty buy-in and development. The planning for a PhD Program in nursing percolated for approximately ten years before it was inaugurated. This was related to the readiness of the University to move into doctoral education and the maturity of the College of Nursing to support the research mentorship that would be required. Initially, only a few faculty were prepared to engage in the teaching and research development of PhD students, and the production of faculty research was limited. The decision to primarily prepare nurse educators through the program was determined because the College had already developed a strong reputation for preparing nurse educators through one of its masters tracks. As a result, the development of the PhD Program was originally designed to prepare teacher/scholars as a niche program among the growing number of PhD programs in the country. This coincided with the recognition by nursing education leaders of the critical need for prepared faculty in nursing. Education as the program's broad focus is relevant for the educational preparation of nurses at all levels, cross-professional education, staff development, the education of patients and families related to management of chronic health conditions, and the development of health promotion strate-

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gies.

Rationale for a distance-education approach. As the climate in our institution warmed toward the establishment of a new PhD program, in 2001 we launched a survey of all our master's alumni to determine the level of interest in a doctoral program, as well as preferences related to mode of delivery and schedule. Over 100 surveys were returned via post. While alumni expressed a high level of interest in returning to Villanova University for a doctoral degree, it was also clear that a traditional campus-based, day-time program was attractive to or feasible for only a very few of these respondents.

We were aware that the first on-line PhD program in Nursing had been introduced in the mid-1990s and we were well-connected to that school's administration (Milstead & Nelson, 1998). As we began to develop a proposal for our university to consider, we initially explored collaboration with the Veterans Administration, who would offer the benefit of its teleconferencing capacity at medical centers across the country. Classes taught from Villanova could be broadcast to these sites.

It was at the American Association of Colleges of Nursing (AACN) Doctoral Education Conference in 2003 that we heard first-hand reports from deans and faculty at several western universities about their experience with distance education at the PhD level using laptop computers outfitted with web cameras and audio sets. Upon returning to our campus, we learned that our university's institutional technology staff had experience with several faculty teaching synchronously using the same software platform and equipment. Of the various strategies that we explored, this seemed least complex and most cost-effective.

Faculty and administrators who formulated the curriculum came from traditional educational backgrounds, but despite what some believed to be a risk, there was relatively little resistance to the idea that the primary mode of delivery would be innovated and via distance learning. Other characteristics of the program's design, including courses and critical requirements, were traditional and reflected the standards of all on-campus programs. The development team was guided by the AACN's (2001) position paper on quality indicators in research-focused doctoral programs in nursing. The development of a residential summer experience satisfied the concerns of a few skeptics who were unsure of the ability of students and faculty to bond via distance strategies. In retrospect, the fact that at the outset, only a few faculty were involved in the initiation of the doctoral program, and relatively few PhD programs existed on our campus, facilitated program implementation. It also facilitated the adoption of this mode of learning without generating strong objections from faculty, who might have been entrenched and committed to traditional full-time, on-campus PhD education had a PhD program already been in place. In our case, the lack of history was a benefit in successfully launching the program.

Educational philosophy. Although we were very familiar with existing asynchronous doctoral programs in nursing, it was believed, given the culture and values of our institution, that synchronous distance education would allow us to develop the relationships that would provide for the kind of socialization among students and faculty that would reflect our mission and values. The construct of faculty presence is highly valued among nursing faculty in general and is a leading consideration in deciding to move courses or programs to distance-education environments (Kuhns, 2012).

Curriculum design. Students complete

six courses that focus on aspects of the nurse educator role and the science of nursing education, culminating in a nursing education practicum for those who are not experienced both didactically and clinically. Preparation as researchers is addressed in courses on quantitative and qualitative research methods, philosophy and theory in nursing, concept analysis, and statistics. A series of seminars begins in the first year of study during which students develop their research proposals. Two additional courses prepare students to engage in health policy work and to examine societal health issues within the framework of Catholic Social Teaching.

Delivery modes. Students begin the program with the first of three intensive summer immersions. As faculty in other distance education doctoral programs have reported (Broome, Halstead, Pesut, Rawl & Boland, 2011; Milstead & Nelson, 1998), on-campus sessions within a distance-education program foster cohesion within the cohorts, interactions across cohorts, and the development of student-faculty relationships. Since the program was established, all Fall and Spring courses in the PhD program have been available as synchronous web-based seminars, all of which are archived. The admission of our first international students, and later, our ability to admit full-time funded students, facilitated movement toward a hybrid model in which each class is likely to have students participating on-line and students with the faculty member in a traditional classroom that is equipped to enable the live interaction of both groups of students. It is a stipulation of the United States Department of State that international students attend at least two-thirds of their courses on campus. In addition, many countries that sponsor students require their full-time physical presence at the University.

Academic issues

Quality. A comprehensive program evaluation plan was developed at the time the program began and includes regular assessment of courses, the program as a whole, the faculty, and student and alumni outcomes, by students, faculty, employers of graduates, and alumni. In 2014 program personnel prepared a self-study and two external evaluators made a site visit during which they had opportunities to interact with students and alumni. This was extremely valuable in further strengthening the program and in assuring the program's rigor.

Student and faculty comfort with technology. When the program began, faculty required intensive training and support in the management of the on-line learning platform. The technology, itself, has evolved and improved over the years. Program materials and the application are accessible only on-line, which serves as a means for determining students' likelihood of success with the technology. Likewise, applicants self-select our synchronous program or another asynchronous program because it works best for them. It is a stipulation in our policy on academic progression that success in the program requires regular communication by students with their faculty.

Socialization of students. An original concern that distance education students would have insufficient opportunities for socialization has not borne out. They readiliy engage with faculty and they reach out to other experts nationally and internationally who can facilitate their research. The cohorts have devised ways of maintaining their connections throughout the year using digital means, and strategies such as connecting at conferences, or converging at cohort members' vacation homes.

Balancing full-time employment with doctoral study. While part-time doctoral students have always experienced conflict related

to the competing demands of two important aspects of their lives, a challenge associated with distance education is the common assumption that it will be less demanding than traditional education (Colbin, Pirozzi, & Hayden, 2016). The need to allocate sufficient time for doctoral study is emphasized during the application process, orientation, and throughout the program. In addition, student progression is assessed at every program meeting and policies have been established to ensure progress toward completion of the dissertation.

Administrative issues

Finances. Foremost among the administrative issues are the financial concerns that accompany the development of any new program, and PhD programs in particular. These programs often require the time of the most experienced senior faculty who command the highest salaries. In addition to continuing their own scholarship, which may have the potential for funding, faculty mentoring of doctoral students and their dissertations is labor intensive. This can draw faculty away from other programs in the College that also require their expertise and leadership. Teaching and research mentorship ideally dovetails with a faculty member's own research agenda, but this is not always the reality. The varying lengths of time taken by individual students to complete their dissertations complicates administrative planning and staffing. In addition, fees collected by the University for continuous dissertation advising may not always revert to the College, making it difficult to compensate external researchers for assisting in the advising process. Creating balance so that undergraduate and masters programs are not compromised as a result of providing support to the PhD program, is an on-going challenge. Currently the faculty who are responsible for the PhD Program are those at the rank of Professor, as well as the Assistant Dean for the Graduate Programs.

Availability and competition for expert faculty researchers, and approval for employing them is a related challenge. We have initiated the part-time position of College Fellow, which is currently filled by a semi-retired leader in nursing research to provide mentorship. Moreover, several courses are taught by exceptionally qualified adjunct faculty.

International students. Our College and University have a rich tradition of welcoming international students. Among recent graduates of the PhD Program are leaders in several countries' Ministries of Health and university administrators. Although students must demonstrate facility with written and spoken English, there is often a gap between conceptual understanding and the use of "American" terms which becomes complicated when students are interacting from a great distance. A common issue among those who are full-time students on campus, is the lack of a cohort group for mutual learning and support. Candidates for the degree who return to their countries for data collection must be able to interpret university and commonly accepted research protocols to agencies in their countries that are essential for data collection or access to related resources.

Students are apprised at the time they apply that synchronous seminars are offered on two evenings per week Eastern United States time. Although classes are recorded and archived, therefore making them accessible at any time, students participating from long distances could be taking classes in the middle of the night since the convenience factor is usually determined in favor of participating faculty and students from the United States. Only two international students have attempted on-line study. One chose to relocate his family after one semester, while the other was able to negotiate with her employer

to be have the days off after classes.

Student research development. Students enter the program with various degrees of knowledge and experience in research. Assessment of knowledge and the research courses that students have previously taken are critical in developing the foundation for doctoral research and scholarly activity that will be expected of these students throughout their careers. Despite overall success of the program, there is concern about the absence of continuous on-campus mentorship of the doctoral students with research active faculty. Most students are not funded by the University, although in recent years, a small select group have received support from an endowed scholarship, The Jonas Center for Nursing Excellence, and The Future of Nursing Scholars Program of the Robert Wood Johnson Foundation. They have provided students with the opportunity for full-time study and participation in faculty research. In addition, within the last two years, some students have received graduate assistantships. Students who receive significant funding are advantaged because they have the ability to learn and apply research methods "hands-on". Last year we began to pilot a requirement with our campus-based full-time students who are not research assistants that they provide 20 hours of research support to a faculty member at some time during their two years of course work. A concern is that the larger number of students do not have this important experience which would better prepare them for ongoing research as post-doctoral fellows and faculty members.

In recent years we have increased content related to grant development, as that is consistently an area that alumni have reported needs increased attention on their evaluation surveys.

Program outcomes

As noted earlier, 55 students have completed the program, of whom 44 are employed in academic institutions. Moreover, we have a 100% rate of employment of graduates, many of whom have assumed leadership roles in educational institutions, in professional organizations, in clinical agencies, and in government. Our international students have quickly moved into positions of authority in their Ministries of Health or their academic Institutions. Furthermore, they have demonstrated for their governments the viability of the option of on-line doctoral study.

Students known to have applied for tenure to date have been successful. The average time of completion across both full-time and part-time is 5.1 years. Graduates surveyed at program exit as well as alumni, surveyed 1, 3 and 5 years following graduation, and employers of graduates surveyed 1 year following graduation, are highly positive in their assessments of the program.

Conclusions

This PhD Program has demonstrated success in the preparation of teacher/scholars in a program that is accessible as a distance-education program with intensive on-campus sessions. Continued enhancement of students' preparation for research through direct work with faculty and expanded preparation in the area of grant writing represent areas for further program development.

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TRANSFORMATIONS IN NURSE PRACTITIONER EDUCATION AND CLINICAL SCHOLARSHIP

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Abstract

Nurse Practitioner education in the United States is undergoing rapid transformations. The curriculum that guides the Doctor of Nursing Practice (DNP) project development and actualization over time has been recently revised. The approval process for the DNP projects has been enhanced to assure projects are carried out in a timely, ethical and quality manner. Clinical Scholarship in the form of the DNP project is evolving as doctoral level preparation for Advanced Practice Nursing is becoming more common. Teaming DNP students with funded faculty research initiatives is a mutually beneficial strategy, which is being piloted in our DNP program.

Background

The Doctor of Nursing Practice (DNP) degree emerged in the United States in 1979 with the first DNP program at Case Western Reserve (Terry, 2011). Presently there are over 250 graduate schools of nursing in the United States accepting students into DNP programs (AACN, 2016). The DNP degree was developed to meet a critical need in preparing nurse leaders in areas that influence practice and health care delivery with emphasis on advanced clinical practice specialization (Terry, 2011). While the PhD prepared nurse focuses more on theory and research methodology in nursing, the DNP graduate is uniquely prepared to address practice oriented problems, translate the knowledge of research to practice and be a practice leader (Terry, 2011).

The essentials that form the foundation competencies of the DNP graduate include: scientific underpinnings of practice, organizational and systems leadership for quality improvement and systems thinking, clinical scholarship and analytical methods for evidence-based practice, health care policy for advocacy in health care, interprofessional collaboration for improving patient and population health outcomes, and clinical prevention and population health for improving the nation's health (AACN, 2006). In achieving the qualification of a DNP degree, the students must successfully complete a DNP Project designed to address a population or practice-based problem.

All DNP programs need to prepare clinical scholars who are capable of transforming the healthcare system and work collaboratively with other team members. The American Association of Colleges of Nursing (AACN, 2006) recommended that the DNP be the standard of entry into practice for Advanced Practice Registered Nurses as of 2015. However, many schools were not able to switch their NP educa-

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tion programs from the Masters level in time so this has been extended.

The 2016 National Organization of Nurse Practitioner Faculty (NONPF) White Paper on the Doctor of Nursing Practice Nurse Practitioner Scholar points out that both DNP and PhD graduates can generate new knowledge with the DNP focusing on translation of evidence, practice innovation and quality improvement. To accomplish this focus on research translation and quality improvement, DNP programs must facilitate interdisciplinary experiences and match mentors and research interests to students (Scott, Nolan, McIlfatrick, Bender, Abshire, Rodney, Xu & Lapham, 2015). In addition, Nurse Practitioner faculty must create regular evaluation points and opportunities to socialize students to the doctoral role including presenting at conferences and disseminating clinical scholarship. These goals along with a focus using evidence-based practice for systems and practice change are part of our DNP project experience.

The purpose of this paper is to describe the challenges and resolutions associated with managing the Doctor of Nursing Practice (DNP) project over time in a ten-year old online DNP program at the University of Massachusetts (UMASS) in Amherst.

History of the Program

The DNP program was launched at UMASS Amherst in 2006 based on the recommendations of the American Association of Colleges of Nursing (AACN, 2006) and the National Organization of Nurse Practitioners (NONPF, 2006) to elevate the education of nurse practitioner students to the practice doctorate level. The decision was made to simultaneously launch the new degree program including both the post baccalaureate to DNP and the post-masters to DNP options. All Master's degree Nurse Practitioner (NP) programs were closed. The program has grown over the last 10 years from graduating 10-20 students per year to student cohort numbers reaching 50-60 students at graduation each year.

The DNP Project

Assigning advisers for admitted DNP students to serve as chairs and guide the student across their studies and work closely with the DNP student on their project can be a challenge. An initial attempt is made to match students with faculty in their general area of shared interest. However, students in the DNP program often change their area of interest over time as they gain experience in the program. After students have produced a preliminary literature review and identified their area of focus, a list of DNP students and their DNP projects is created in order to match DNP students with faculty members in their area of interest. Curriculum revisions were made to the DNP project courses that help guide the student through the creation of the proposal and the implementation of the DNP project.

The AACN DNP Essentials recommend that final DNP Projects use evidence to improve either practice or patient outcomes (AACN, 2006). The DNP project courses had been limited to the final two semesters of their plan of study with considerable independent work time required of students. While the program was small, faculty had sufficient time to work with students and to make sure they stayed focused on task even when there were no courses that students were required to complete. As the program grew, it became

obvious that students needed structuring within courses sequenced consecutively to help them progress and meet goals for DNP Project completion. The DNP Academic Matters Committee agreed the courses needed revision, expansion, and assigned faculty to facilitate the courses and advise students in collaboration with the faculty advisers.

Curriculum Revisions

In order to manage the increasing number of students and to best assist students to progress through the process with their DNP projects, it was decided to revise the original courses related to the DNP Project. The original courses' content and credit hours were split into five-courses sequenced consecutively over the last two years of the DNP program. The original twelve semester credits were retained leaving in place a three-credit research translation process while converting nine credits to practicum credits, so that students would have ample opportunity to work within communities to design, implement, and evaluate their DNP Projects. The nine credits (at a 4:1 ratio) translate into 504 contact hours, which also help students achieve competency in indirect hours relative to the AACN DNP Essentials (AACN, 2006).

This revision to two years of courses designed to help students plan and actualize projects has been helpful. The sequence coincides with both the Nurse Practitioner and Public Health Leader (PHNL) role DNP courses so that students have better access to clinical sites that they can negotiate with to complete their projects. Often it has worked out that students actualize a project in a practicum site that they have worked with over many semesters and end up being recruited and hired by the facility. These new courses are listed below and are offered in the last two years of the DNP program.

Revised Capstone Courses in Sequence

Defining Evidence-Based Problems and Solutions (3 credits). The first course in sequence is the former Research Translation course. Students identify a patient-centered population-based problem and a need for solving the problem in a local practice setting or community. Students write about the problem and complete a literature review about the possible solution/s to the problem.

DNP Project Proposal Development (2 credits). In the second course students are guided by the course faculty to design and complete a draft DNP Project proposal. Students are given the DNP Project Template to follow with instructions and examples of prior DNP Projects. Students work with faculty to complete each section, getting feedback and explicit substantive, formatting suggestions.

DNP Project Proposal Finalization and Approval (1 credit). The third course is designed to provide faculty supervision while students edit their draft proposals over the summer. Students submit initial drafts of the proposal following a prescribed format and are given editorial suggestions by course faculty. The goal is to get a reasonable draft ready for the Chairperson and other committee members to read and work with them to actualize in the fall. The Human Subjects Determination Form, which is the screening tool for the University Institutional Review Board (IRB) to decide whether a project needs a full review, is drafted.

Project Implementation and Monitoring (3 semester credits). During the fourth course students are monitored and tracked as they seek final approval of their proposals by their Chairperson and committee and are approved to launch their projects. Once the proposal has been reviewed and approved by the first and second reader the Determination of Human Subjects Form is submitted to the IRB with the

student's proposal to determine whether it will be exempt or need to go through the full IRB review process. Some projects require an ethical review if it is determined they are working with vulnerable subjects or sensitive data. Check-ins are embedded in the course with guided discussions set up so faculty facilitators can ascertain student progress and for students to benefit from peer exchange in sharing their process of implementation.

DNP Project Completion, Evaluation and Dissemination (3 credits). The fifth course is where students complete their DNP Projects, conduct a summative evaluation, write the final work, and prepare to present at our end of program Scholarship Day. All final DNP Projects are published through our Library repository called Scholarworks.

Graduates are encouraged to continue to present their findings to stakeholder groups, and at local, regional and national conferences and to continue with sustainable projects. Dissemination to appropriate audiences may include doing a quality improvement plan for another organization, developing a webinar, creating a video or digital poster, doing a podium presentation, or submitting a manuscript for review in a peer edited journal.

The faculty members and students work together in each course to help design the DNP project proposal with advisor/chair knowledge and approval. Faculty members work with the students to track and monitor their progression as they actualize their projects, analyze data, and complete the final write-up and dissemination of their final work, all with the approval of their chairpersons and committees. An additional benefit is that in these courses students share in the process development with their peers, support one another and are motivated by the peer exchange. It has also kept 90% of our DNP students on track with their plans of

study allowing them to complete clinical requirements while finishing their DNP Project.

Types of DNP Projects

Quality Improvement. Traditionally students completed quality improvement projects in health care facilities, or public health and community agencies for their DNP Projects. Given that our students are mostly experienced nurses, they often have information about problems facing local facilities through skilled observation and analysis. This allows them to focus on problems of interest (Scott, Nolan et al, 2016). The Quality Improvement project continues to be the primary choice in how students translate evidence to practice based projects and assess project outcomes.

Integrative Review with Toolkit. Our DNP program accepts students from around the United States and some students that are living in other countries for military service, particularly in our Public Health Leader concentration. It can be difficult to focus on one clinical site for projects with students who relocate during their program. Instead of focusing on site-specific projects, there became a need to have more mobile and generalizable DNP Project options.

Looking at various models around the country in DNP programs, such as the Rutgers DNP Program (Echevarria, 2013), it was decided to introduce an integrative review with the creation and sharing of a toolkit of evidence-based resources with a practice or a population as an option for the DNP Project. This option requires an evaluation of the toolkit or intervention, but is slightly more generalizable to other settings. The integrative review of the evidence can then be implemented as a shared toolkit at a selected location. Two examples of these toolkits that were recently completed include one that helps healthcare providers recognize

the needs of those pediatric and adult patients living with physical and mental disabilities, and another that helped providers identify patients at risk for metabolic syndrome.

Health Policy and Advocacy. The Health Policy and Advocacy option for the DNP project is still evolving. One student advocated for a change in Georgia law to allow midwifes the opportunity for federal loan forgiveness for practicing in rural areas where there is a great need for more providers to assist women giving birth. Another student is currently looking at the state and facility policies impacting patients and their families in choosing an Assisted Living Facility in a local retirement community. As the Public Health Leader concentration in our DNP program continues to grow, the Policy DNP Project option with a public health focus will grow as well.

The DNP Student Portfolio

Throughout the DNP Project courses students are required to complete DNP Project Activity Logs to document their time and to review and analyze how they are achieving the DNP Essentials (AACN, 2006) as they move though the courses. These logs are required to be uploaded into their Typhon Practicum tracking system with their role practicum logs, major course papers, and their capstone logs included. This repository of work becomes the basis for students to create their DNP Student Portfolio. This portfolio highlights their scholarship of practice, clinical skills, and emphasizes areas of specialty to market themselves and emphasize their advanced professional roles. Students have access to this portfolio as they certify, seek credentialing and, seek advanced practice positions for a five-year period after they graduate. These portfolios have also been helpful to us as a College to identify current and former students' interests and work experiences.

The Institutional Review Board (IRB) Question with DNP Projects

The question regarding whether all quality improvement DNP projects needed to go through the IRB process had been an issue since the start of the program at our large research University. Some DNP students did go through the entire review process, while others who were doing projects that were not judged to meet full review by their committee, did not. All students now are going through an initial formal screening for ethical oversight with our University IRB to determine the level at which a DNP Project requires IRB review or not.

Working with the University IRB Director, a Human Subjects Determination Form was created to screen DNP projects. The University IRB worked to provide a form that clearly alerted the IRB compliance office if the aim of the project was to generate new knowledge or improve practice based on existing evidence. The University IRB committee then makes the determination whether the DNP Projects constitutes original generalizable research and whether it has exempt status, expedited status, or needs a full IRB application submission.

Summary

The new curriculum, project options and ethical screening for human subject protection /IRB review have all helped students advance in their proposed DNP projects. The DNP project is continually evolving. Questions do arise as to how data collection should be conducted in extensive projects and how students arrive at a topic that is relevant to the DNP Project focus. Although most students, in the Nurse Practitioner role are primary focused on patient care, some have had a passion to pursue organizational or community based projects. As our new Psychiatric Mental Health program students come to com-

plete their DNP projects, we are anticipating a range of projects involving both in-patient and outpatient populations. Our innovative Public Health Nurse Leader DNP role continues to focus on population-based interventions, public health program evaluations, toolkits for community health improvement and policy based projects.

Future Goals

Our overall goal is to continue to improve our curriculum and organization to support quality clinical scholarship. Clinical scholarship as reflected in the DNP project should reflect work throughout the program. There is a need to review all the theory courses within our curriculum for consistency of message regarding the DNP Project in order to advance students in their projects in a timely manner. As other programs have noted in their pursuit of continual improvement: curricular changes are ongoing with participation of the faculty members needed in order to improve the program (Waxman, Maxworthy & Barter, 2015).

Currently four students have been recruited to be part of a funded research project with faculty who are the principle Investigators on the study. This study involves utilizing interviewing to help identify patients in primary care offices who may have experienced adverse childhood events, which may be impacting their health currently. Faculty members have developed other research programs and have even suggested group projects with individual deliverables. This should foster more opportunities for students to work within faculty research initiatives where their projects are a part of a larger research study or faculty member's research program. Eventually if we make the DNP project classes specific to a theme or health concern, we may be able to assign student groups with similar research interests to faculty that

can stay with them and monitor their progress through the final capstone classes.

Another goal in the College of Nursing is t increase DNP and PhD collaboration. Currently we make individual introductions of DNP and PhD students with similar topic or methodological interests, but we would like to foster more collaboration through joint classes and online research interest groups that aim at improving health care delivery and health outcomes. There are different, but complementary scholarly expectations for DNP and PhD students. We need to continue to consider how the DNP project is distinguished from traditional research programs. Keeping in mind that the goal is to prepare for practice (Carter, Accardo, Cooper, Cowan, Likes, Lynch, Smith & Melaro, 2016).

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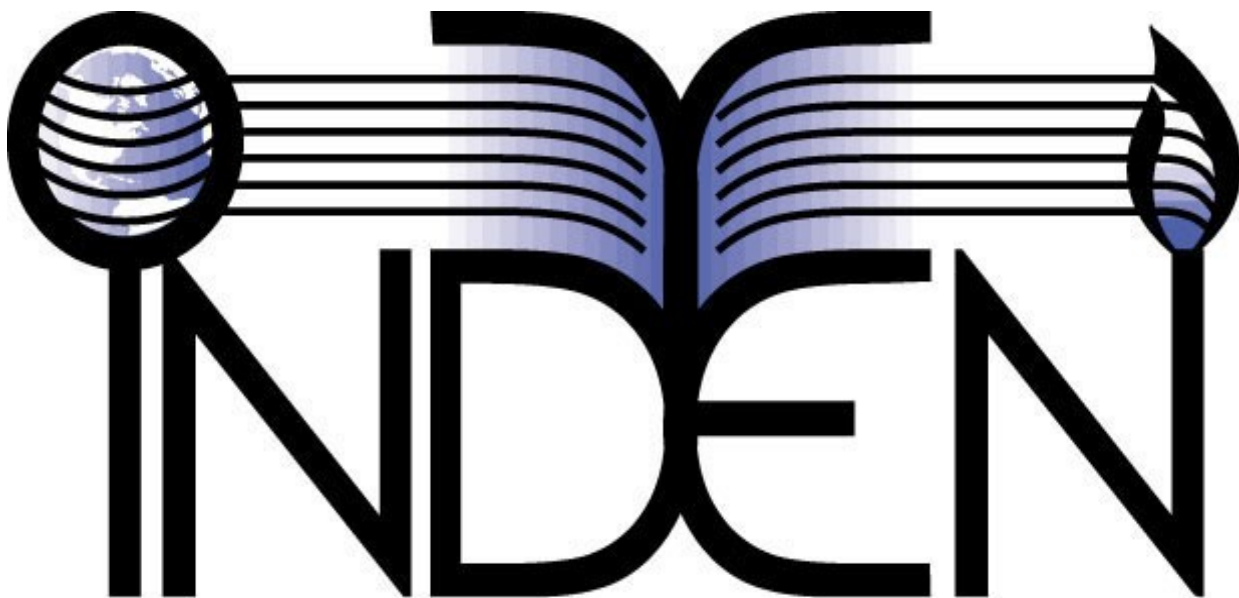
Doctoral Student Perspectives

Jennifer (Jenna) Thate, MSN, RN, CNE, PhD candidate

Villanova University College of Nursing

Jenna began her doctoral work at Villanova University in 2013. True to most educational experiences, it has changed and shaped her in unexpected ways. Jenna's nursing education and career began at Johns Hopkins in the late 1990's. Her work in the Johns Hopkins Hospital MICU, as well as in Baltimore City as a Schweitzer Fellow, was foundational in forming what she believes about nursing and nurses' role in partnering with patients. It's her belief that nurses are uniquely positioned to impact the health of individuals and communities that has compelled her to become a nurse educator and to pursue a doctorate.

Jenna came to Villanova with 10 years of experience in nursing education, however she was a novice researcher. Her first presentation was at the ENRS 27th Annual Scientific Sessions, where her poster on using documentation for interprofessional communication was awarded 3rd Place in the early PhD category. To further develop her research skills, Jenna contacted Dr. Sarah Collins, a leader in clinical informatics research. This led to a Research Training Practicum in Clinical Informatics at Partner's eCare, where she conducted a study on the information needed to support decisions regarding CVC management with the aim of reducing CLABSI. This work won the Outstanding Poster Award for Nursing Informatics Research at Summer Institute in Nursing Informatics (SINI) 2016.

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Understanding and highlighting the value of nurses in providing safe, quality care drives her research. Her current work focuses on nursing knowledge captured in documentation, and the barriers/facilitators to its use by the healthcare team. Medical error is estimated to be the 3rd leading cause of death in the U.S., and with 80% of errors being linked to failures in communication, it's important to understand how documentation in the EHR can better support interprofessional communication. To address this, she is conducting a Delphi Study to facilitate consensus building between nurses and physicians regarding what information can be effectively shared through the record, with the aim of discerning best practices to guide the re-configuration of EHRs to better support communication. She has been fortunate to have the mentorship of many outstanding faculty at Villanova and beyond, including her dissertation chair, Professor and Endowed Chair in Nursing Research, Dr. Helene Moriraty, and Senior Clinical and Nurse Informatician, Dr. Sarah Collins, at Partners Healthcare Systems.

Doctoral education has provided Jenna with the tools to do research, broadened her view of nursing and higher education, and fostered the development of a collaborative network; factors she believes will have a lasting impact on her work as an educator and researcher.

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PERSPECTIVES

Doctoral Student Perspectives

Qiaoyan Ying, BSc

School of Nursing, Peking Union Medical College

I am Qiaoyan Ying, a PhD student at Peking Union Medical College (PUMC). After getting a bachelor's degree of nursing, I chose to directly pursue my doctoral degree and continue my study at PUMC. I am in my third year of the doctoral program and expected to complete my PhD in 2019. My supervisor is Professor Huaping Liu. My research interests revolve around nursing management and geriatric nursing. I am particularly interested in understanding how to improve elderly patients' outcome and to help these patients maintain their physical and psychological functions. I also have an interest in nursing informatics research.

My doctoral research is focused on developing a Chinese Nursing Minimum Data Set (NMDS) for Geriatric Departments of General Hospitals. As time goes by, nursing needs to be more standardized, professionalized, and informationalized in the information era, and an NMDS may satisfy these requirements. An NMDS for Geriatric Departments of General Hospitals is urgently needed in all of China, in order to describe nursing care of elderly patients in different hospitals, as well as to compare nursing data across clinical populations, settings, geographic areas, and time. An NMDS can also help allocate nursing resources to patients according to their health problems or nursing diagnoses. However, my research mainly focuses in Beijing, just as an attempt, hoping it could be

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promoted and generalized in all of China in the near future.

By reviewing the developing methods and contents of NMDS in foreign countries, application prospects and challenges of NMDS are discussed in my research. On the basis of literature review, 15 expert interviews and a present situation investigation of nursing data collection, and at least two-round Delphi study will be conducted to propose the data elements of NMDS in the first stage. In stage 2, the data elements will be expressed in standardized vocabularies and forms with a nursing classification system. Then, a pilot program will be conducted to test the feasibility and usefulness of this NMDS. Nursing managers, nursing administrators, clinical nurses, geriatricians, and policy-makers are included in both stages of the study in hopes that the data elements will be most appropriate and applicable. I will continuously work with my research in the following years and hope it can make a contribution to geriatric nursing.

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PERSPECTIVES

Doctoral Student Perspectives

Erik Hans L. Sorio, EdD, MSN, BSN, RN, RPT, PhD Student

Holy Angel University, Philippines

I hold a Doctor of Education major in Higher Education since 2011, but I always looked forward to getting a doctorate degree in nursing to vertically align my nursing education. Hence, I began pursuing a PhD in Nursing Education at Holy Angel University (HAU) in 2015. I am now in my second year in the study program, and I can proudly say that I am learning a lot and enjoying every bit of the learning activities, both in the classroom and in the field.

Pursuing a graduate degree for me requires perseverance, motivation, commitment, and time management alongside intellectual readiness and effective oral and written communications skills. Working in a foreign land didn't stop me from fulfilling my dreams and aspirations to continue advancing my education. During my vacation, I always make sure to enroll in at least two courses-- thanks to the trimestral calendar in a modular schedule of HAU graduate school which tailored my timetables. Certainly, it has been a challenging and rewarding journey so far as I am fostering my personal and professional growth while performing my duties as an educator in a school of nursing.

As a nursing faculty for several years, my growing concern over the continuous decline of the quality of nursing graduates in the Philippines became the focus of my dissertation in my EdD program. My doctoral study investigated the program-level attributes that have significant relationships with and even predictability of performance in the Nurse Licensure Examination. From the salient findings of the study, it was concluded that larger and accredited nursing programs with more qualified

Doctoral Student Perspectives

and experienced faculty tend to perform better in the licensure examination; program size, teaching experience, faculty performance rating, and program accreditation are the most reliable predictors of nurse licensure performance in the Philippines. Nursing faculty, therefore, should demonstrate leadership, analytic inquiry, and research and communication proficiencies to resolve administrative challenges affecting nursing education and influence policy-makers. To continue this line of inquiry and advocacy is one of the reasons why I enrolled at Holy Angel University.

The PhD program of HAU is committed to meeting the growing need for doctoral-prepared nurse educators and to advancing the field of nursing through doctoral research. I am now gearing all my efforts to do research not because my doctoral study dictates me to, but because I aim to develop a strong research career in the years to come. It even came to the point that I enrolled in an informal course in Research Utilization in Nursing Administration to supplement my goal of becoming a re-search-oriented nurse educator. As an emerging nurse researcher, I look forward to contributing innovations and developments in nursing education and serve as presenter in nursing conferences worldwide.

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PhD Student, Holy Angel University, Philippines

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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

Kelly, P., Hamish Coates, H., & Naylor, R. (2016). Leading Online Education from Participation to Success. Voprosy obrazovaniya / Educational Studies. Moscow. 2016. No 3. P. 34–58.http://vo.hse.ru/en. DOI: 10.17323/1814-9545-2016-3-34-58

Discusses the need for online education to shift toward improving each student's experience and outcomes.

Muirhead, B., & Metros, A. (2016). Fostering productive online doctoral mentoring relationships. International Journal of Instructional Technology and Distance Learning. 13 (90): 3 – 22. http://itdl.org/Journal/Sep_16/Sep16.pdf#page=17

This discussion provides a review of the doctoral mentoring literature and includes implications for online dissertation chairs

INDEN/ STTI Fellowship

THE NTERNATIONAL POSTDOCTORAL FELLOWSHIP IN NURSING is jointly Sponsored by: Sigma Theta Tau International (STTI) and The International Network for Doctoral Education in Nursing (INDEN).

The purpose of the fellowship is to enhance the quality of doctoral education worldwide by:

- • providing opportunities to nurse faculties in doctoral programs to strengthen their research skills and learn about doctoral education and mentoring in an international context;

- • laying the foundation for future international research collaboration and multi-site studies; and

- • opening avenues for international exchange of scholars.

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

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

This year we proudly announce the selection of our three new fellows as well as share the experiences of on of our most recent fellows Dr. Odetola.

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

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

Email : **inden@jhu.edu**

Fellowship Reports

Titilayo Dorothy Odetola, PhD, RN, RM, RPHN, FWACN

Dr Odetola was one of three INDEN/STTI Postdoc Fellows for 2015-2016. She recently completed her fellowship in South Africa.

STTI/INDEN Fellowship Report

I commenced my postdoctoral research experience on the 8th February, 2016 at the Department of

Nursing Education, University of Witwatersrand, Johannesburg, South Africa under the mentorship of

Prof. Lize Maree.

My goals for my postdoctoral experience included:

Developing lasting professional relationships.

Gain knowledge and skills of screening and managing women living with gynecological cancers

(cervical and breast cancers) both in the institutional- and community- based settings.

Develop skills and expertise in conducting qualitative research (conceptualizing, implementing, analysis and reporting phases).

Visiting various sites where mobile health nursing is being practiced in South Africa and exploring

how the various approach could be adapted to Nigeria.

Develop collaborative multi-sites/bi-national research areas between Nigeria and South Africa.

To develop competence of the use of the Grounded Theory in cancer research.

ACHIEVEMENTS:

A review of published telehealth cancer prevention and management researches conducted by nurses globally. A review of telehealth/telemedicine/mHealth researches conducted in cancer prevention across African countries. Our goal was to identify any gaps in mhealth cancer prevention research. This was going to be the first of its kind in Africa!

An understudy at the community cancer management unit of Charlottee Maxeke Johannesburg Academic Hospital, Gauteng Province. This exercise proved to be an eye-opener and equipped me with adequate knowledge and skills of cancer prevention, early detection and management using available facilities as typically found in an average developing country. This I intend working on with policy makers in Nigeria for adoption which would go a long way in improving the health of our women.

An introduction to qualitative research design, attendance to two certificated courses sharpen my research conduct and writing skills. Tentative submission of a proposal to conduct one landmark cross-country qualitative study in South Africa and Nigeria. This proposal is entitled "SEXUAL EXPERIENCES OF WOMEN LIVING WITH CERVICAL CANCER: A QUALITATIVE STUDY". Target population: Cervical cancer survivors 12 months post diagnosis.

Dr. Odetola (middle) visiting the Zola Community Health Centre Johannesburg, South Africa.

Fellowship Reports

At the University of Ibadan I am currently assigned to assigned six postgraduate students for supervision of their dissertation!

Dr. Odetola visiting with the mobile health bus units in Soshanguve , South Africa.

In the role of community health nurse, I carried out several community- and school- based research educational activities in Soweto and Newclare both in Johannesburg in conjunction with the 2nd and 3rd year students of the Department of Nursing Education, University of Witwatersrand. This exercise was targeted at improving the health of elementary school children and their teachers with the sole aim of early identification and prompt management of eyes, ears, skin and breathing disorders. We also partnered with the Catholic organization in their de-worming programmes. This was initiated to attempt to contribute my own quota to the health of an upcoming generation and school based research in another country other than mine.

A tour of South Africa- in pursuit of mobile health intervention services currently operational. This venture took us to places like Soshanguve in the South West of Johannesburg and Nelspruit in the North East of Johannesburg.

The grounded theory and its application to practice and research could not be achieved as stipulated. I still hope for another opportunity to get this done.

I use this medium to once again say a big thank you to STTI and INDEN for this wonderful opportunity. Without it, my research acumen would have remained rudimentary and potentials unexplored. Though the period was short, it remained one of my best experiences in my entire nursing career. It was highly productive and impactful. It's also already yielding positive fruits among my undergraduate and postgraduate research students as well.

To Prof Lize Maree, what a great mentor you are! Thanks for your love, acceptance, mentoring and sacrifices made despite your very busy schedule as the Head of the Department of Nursing Education, University of Witwatersrand, Johannesburg. I appreciate your style of leadership and mentoring which I have already started using for my undergraduate and postgraduate students here in Nigeria! Thanks for the great experience of Phelophepa- the mobile health train- and its associated journies; the TUT mobile health bus at Soshanguve; the J'berg Gen and Muldristrift clinical experiences; the scoping review and qualitative research lectures and experiences just to mention a few. Thanks for accepting to mentor me! The work was well done! You are greatly and truly appreciated.

Congratulations

We are pleased to announce the three recipients of the International Post-Doctoral Fellowship in Nursing by Sigma Theta Tau International, Inc. & International Network for Doctoral Education in Nursing (INDEN) 2016-2017.

Congratulations !!!

Dr. Sujitha Elavally

Sri Ramachandra University, Chennai, India

Host University: Universiti Brunei, Darussalam, Brunei
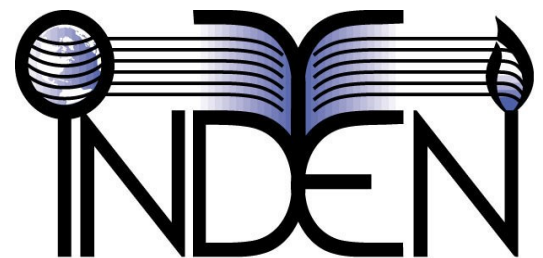
Dr. Chizoma Ndikom

University of Ibadan, Oyo State, Nigeria

Host University: University of Warwick, England, UK

Dr. Howieda Ahmed A. Fouly

Assiut University, Asyut, Egypt

Host University: Johns Hopkins University, Baltimore, USA

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26-27 July

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Johns Hopkins University, GAPFON

PROFESSOR HUGH MCKENNA, CBE, PhD, RMN, RGN, FAAN
University of Ulster

DR. ALEX MOLASIOTIS, PhD, RN
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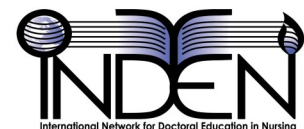
INDEN BIENNIAL CONFERENCE 2017
CALL FOR ABSTRACTS

INTERNATIONAL NETWORK FOR DOCTORAL EDUCATION IN NURSING

Call for Abstracts from INDEN Members : for Biennial Conference , July 26-27 2017, Dublin, Ireland

PAPERS OR POSTERS

The INDEN Board of Directors and Conference Planning Committee are pleased to invite abstracts from members of INDEN for paper presentations at its biennial conference to be held in Dublin, Ireland. The abstracts should address one or more of the conference objectives, listed below. The submissions may be research studies, educational innovations that have been undertaken, or proposed ideas for the future, and should have clear international dimensions or implications. Completed projects presented should have evaluative components, where feasible. Abstracts may be selected for poster or podium presentations. Podium presentations are approximately 20 minutes with 15 minutes to present and 5 minutes for questions. Abstracts must be submitted by February 17, 2017.

INDEN Biennial conference theme: Global Perspectives on Doctoral Education in Nursing

Conference Objectives for Doctoral Education in Nursing:

1. Describe innovative models of doctoral nursing education that promote faculty and student scholarship worldwide.

2. Identify and evaluate challenges, opportunities, and future directions for doctoral nursing education globally.

3. Explore the range of opportunities and innovative approaches for enhanced international collaboration to promote access and capacity building for sustained quality doctoral education and post-graduation productivity.

Submission Information:

1. The first author of the abstract must be an INDEN member at the time of presentation.

2. All abstracts should be submitted through the following link: https://nursingjhu.qualtrics.com/SE/?SID=SV_1SPbsEz7rgTdfw1

3. Length should not exceed 300 words.

4. Presenters are expected to register and attend the conference and pay the registration fee.

5. Note that the conference language will be English.

6. Submission deadline is **February 17, 2017.**

7. Notification of acceptance will be sent by email in mid-March, 2017.

To apply for INDEN Membership, go to: http://www.indenglobal.org/membership.html

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