

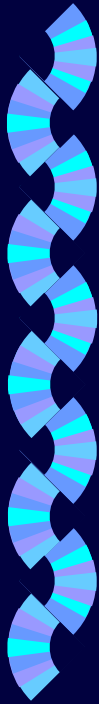
*DOCTORAL ED: COLLABORATION &
DISTANCE EDUCATION*

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*EUROPEAN MODEL OF DOCTORAL
EDUCATION, ESP. UK & IRELAND*

- ◆ SOURCE: H. MCKENNA AND J. CUTCLIFFE.
NURSING DOCTORAL EDUCATION IN THE
UK AND IRELAND. ONLINE JOURNAL OF
ISSUES IN NURSING, MAY 31, 2001.
- ◆ TYPES OF DOCTORAL PROGRAMS:
 - PHD BY THESIS
 - PHD BY PUBLISHED WORK
 - PROFESSIONAL DOCTORATE, DNSc



PHD BY THESIS

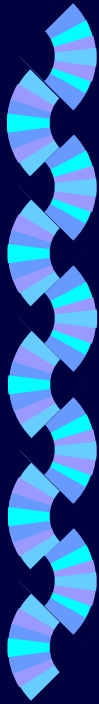
- ◆ FEATURES:

- 1) GOAL IS TO PREPARE RESEARCHERS
- 2) STUDENTS COME WITH PROPOSED PROJECT IN MIND
- 3) NO LECTURE/COURSE ATTENDANCE
- 4) SUPERVISOR & STUDENT MEET 1HR/WK OR 1 HR/2WKS FOR FULL-TIME AND 1 HR/MO FOR PART-TIME STUDENTS



PHD BY THESESES, CONT

- 5) SOME UNIVERSITIES OFFER RESEARCH GRADUATE SCHOOL FOR STUDY OF RESEARCH SKILLS
- 6) SEVERAL PRESENTATIONS REQUIRED DURING STUDY TO AUDIENCE OF PEERS
- 7) CULMINATION IS A RES. THESIS OF 100,000 WORDS THAT DEMONSTRATES (A) RESEARCH TRAINING HAS OCCURRED, & (B) SUBSTANTIAL SCIENTIFIC CONTRIBUTION HAS BEEN MADE
- 8) LONELY & FRUSTRATING PROCESS FOR SOME



PHD BY THESIS, CONT

WITH SOME ATTRITION/LOSS OF STUDENTS

9) AFTER DEFENSE, COLL BETWEEN STUDENT & SUPERVISOR. EX. JOINT PUBS/PRESENTATIONS

10) IN UK'S RESEARCH ASSESSMENT EXERCISE, FACULTY AND DEPARTMENTS RECEIVE CREDIT FOR SUCCESSFUL PHD COMPLETION.

[SPECIFIED TIME: FOR FULL-TIME, 3 YRS
FOR PART-TIME, 5 YRS

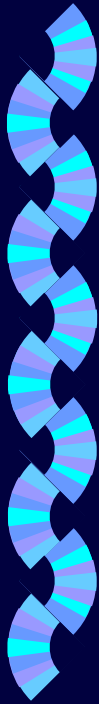


PHD BY PUBLISHED WORK

1) REQUIRES HAVING A PORTFOLIO OF SCHOLALY WORK PUBLISHED IN INTERNATIONAL PEER-REVIEWED JOURNALS ON A GIVEN TOPIC

2) INTRODUCTORY CHAPTER, FOLLOWED BY PAPERS, ENDING WITH FINAL CHAPTER DOCUMENTING HOW THE BODY OF ENCLOSED WORK HAS EXPANDED THE KNOWLEDGE BASE ON THE SUBJECT

3) ORAL EXAM TAKES PLACE



PROFESSIONAL DOCTORATE- DNSc

REASONS FOR INTEREST IN DNSc:

--THAT PHD HAS NOT STRENGTHENED LINKS BET THEO, RES, PRACTICE. STUDENTS LEARN A GREAT DEAL ABOUT THEIR TOPIC & METHOD BUT NOT OTHER AREAS. APPLICATION OF RES TO PRACTICE NOT A MAJOR ASPECT OF PHD.

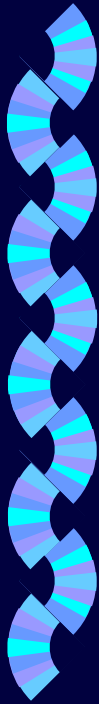
--INTEGRATION OF NURSING WITHIN UNIVERSITIES IN PAST DECADE , & RECOGNITION THAT NURSES NEED PHD FOR ACADEMIC CAREERS

--NSG KNOWLEDGE, SCHOLARSHIP & PRAC REQUIRE EQUAL WEIGHT & NEED TO BE LINKED



FEATURES OF DNSc

1. STUDENTS ATTEND CLASS & MEET COURSE REQUIEMENTS
2. STUDENTS TEND TO BE CLINICIANS & WANT TO REMAIN IN PRACTICE
3. STUDENTS MOVE AS A COHORT & DEVELOP COLLEGIALITY THROUGH DIALOGUE & DEBATE
4. STUDENTS ARE ASSISTED TO THINK CRITICALLY AS BUDDING SCIENTISTS, IDENTIFY GAPS IN KNOWLEDGE, & SOLVE PROBLEMS W. CREATIVITY



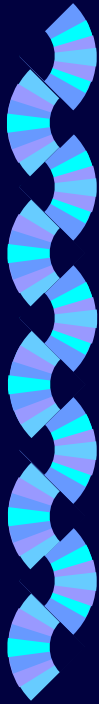
FEATURES OF DNSc

5. STUDENTS MUST HAVE EASY ACCESS TO PATIENT CARE SETTINGS, BOTH TO INCREASE CLINICAL EXPERTISE & FOSTER LINKAGE BET. THEORY, RESEARCH, & PRACTICE
6. THESIS OF 60,000 REQUIRED
7. TWO RESEARCH MODULES [36 CONTACT HRS/]
8. PLUS A MODULE LINKING THEORY, RESEARCH AND PRACTICE.



EUROPEAN MODEL, CONT

- ◆ THIS MODEL, W. VARIATIONS, IS SEEN IN EUROPEAN COUNTRIES, NORTHERN AND SOUTHERN AFRICAN COUNTRIES [EGYPT, SA, NAMIBIA], JAPAN, AUSTRALIA, NEW ZEALAND



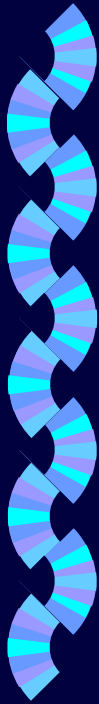
PAN AMERICAN MODEL OF DOCTORAL EDUCATION

- ◆ FOUR COUNTRIES IN THE AMERICAS OFFER DOCTORAL STUDY:
- ◆ BRAZIL, 9 PROGS.
- ◆ CANADA, 6 PROGS.
- ◆ UNITED STATES, 85-87 PROGS.
- ◆ VENEZUELA, 1 PROG.



TYPES OF DEGREES IN US

- ◆ PHD -- 75% OF ALL; FOCUS ON RESEARCH TRAINING & SUBSTANTIVE NURSING SUBJECTS. GOAL: PREPARE LEADERS AND RESEARCHERS
- ◆ DNS/DNSc -- 22-24% OF ALL; FOCUS ON RESEARCH ON CLINICAL PROBLEMS
- ◆ EDD -- LESS THAN 1 % -- FOCUS ON NURSING EDUCATION RESEARCH
- ◆ ALL REQUIRE A DISSERTATION AND RESEARCH TRAINING IN VARYING DEGREES. DIFFICULT TO DISTINGUISH



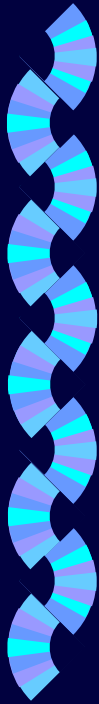
FEATURES

- ◆ COURSEWORK, 1-2 YEARS IN DURATION
- ◆ SEVERAL QUALIFYING EXAMS
- ◆ SUPERVISED RESEARCH PRACTICUM; VARIES
- ◆ DISSERTATION
- ◆ STUDENTS CAN ENTER AFTER BACHELOR [NOW BEING EMPHASIZED], OR AFTER MS
- ◆ TREND: ADMIT STUDENTS IF A MATCH PRESENT.



THE DISSERTATION

- ◆ SHOULD CONTRIBUTE TO NURSING SCIENCE & MUST BE OF SIGNIFICANCE TO SOCIETY
- ◆ DEMONSTRATE COMPETENCE IN RESEARCH & MASTERY OF SUBJECT
- ◆ ORAL DEFENSE REQUIRED
- ◆ PUBLICATIONS ENCOURAGED
- ◆ SUPERVISION BY A FACULTY COMM. [NOT ONE PERSON]



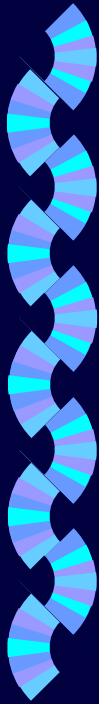
CRITERIA FOR EVALUATING THE DISSERTATION

- ◆ SCHOLARLY CHARACTER, THEORETICAL SOUNDNESS, SCOPE, SIGNIFICANCE, METHODOLOGIC SOPHISTICATION
- ◆ CARRIED OUT BY THE GRADUATE SCHOOL OF THE UNIV.
- ◆ UNLIKE IN THE UK OR AUS., THE PHD & THE DISS. ARE VIEWED AS RELEVANT TO NURSING PRACTICE; INDEED, THEY ARE EXPECTED TO BE RELEVANT.



COLLABORATIVE APPROACHES

- ◆ TREND TOWARD COLL. BETWEEN SCHOOLS [IN US], AS STATE GOV'TS ARE NOW REQUIRING THIS TO SAVE \$
- ◆ IN BRAZIL, DOCTORAL PROGRAMS ARE ENCOURAGED TO REACH OUT TO UNDERSERVED REGIONS, TO HELP REDUCE INEQUALITIES, & TO PROVIDE SUPPORT TO OTHER COUNTRIES IN REGION IN DEVELOPING GRAD. EDUCATION.



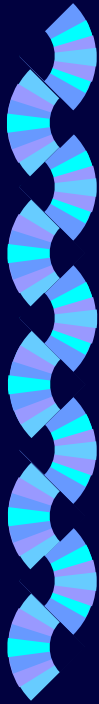
PAN-AMERICAN MODEL OF DOC ED

- ◆ WITH VARIATIONS, THE AMERICAN MODEL IS SEEN IN KOREA, PHILIPPINES, THAILAND, AS WELL AS IN THE COUNTRIES IN CENTRAL AND SOUTH AMERICA, WHERE DOC PROGRAMS ARE NOW UNDER DEVELOPMENT.



WHO COLLABORATING CENTERS IN THE AMERICAS

- ◆ ARE NOW REACHING OUT TO ASSIST WITH DEVELOPMENT OF GRADUATE & DOC PROGRAMS IN COUNTRIES IN REGION
 - U-M WORKING WITH MEXICO
 - U-M & UCSF WORKING WITH A CONSORTIUM OF 5 COLOMBIAN SCHOOLS
 - UIC WOKING WITH CHILE
 - SCHOOLS IN BRAZIL WORKING WITH SEVERAL COUNTRIES IN SOUTH AMERICA.



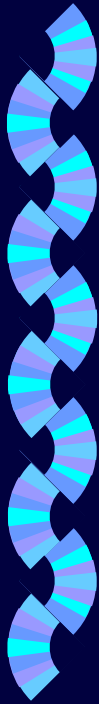
OTHER COLLABORATIVE APPROACHES

- ◆ FACULTY IN THE AMERICAS SERVING ON DOC DISS COMMITTEES OF STUDENTS OR AS EXAMINERS [EVALUATING DISSERTATIONS] FROM MANY COUNTRIES
- ◆ DOC STUDENTS FROM THAILAND, TAIWAN, EGYPT, & ELSEWHERE SPENDING 6-12 MONTHS IN US SCHOOLS.
- ◆ INTERNATIONAL NETWORK FOR DOCTORAL EDUCATION IN N NOW FACILITATING DIALOGUE & COLL. WITH REGARD TO DOCTORAL EDUCATION.



INTERNATIONAL NETWORK FOR DOCTORAL EDUCATION IN NURSING

- ◆ INDEN AIM IS TO:
- ◆ ADVANCE AND PROMOTE HIGH QUALITY DOCTORAL EDUCATION IN NURSING THROUGH NATIONAL/INTERNATIONAL COLLABORATION
- ◆ HISTORY: ESTABLISHED BY SMALL GROUP OF EDUCATORS IN THE US AND UK. FORMALIZED ONE YEAR AGO, ALTHOUGH HAS BEEN FUNCTIONING SINCE 1996-97 INFORMALLY. HAS MET IN 1997, 1999, 2001. NEXT MTG: 2003, TORONTO, PRIOR TO STTI.



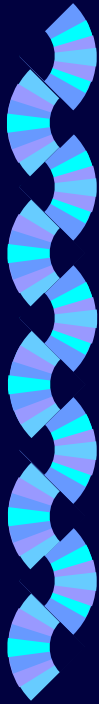
INDEN, CON'T

- ◆ A TOTAL OF 226 DOCTORAL PROGRAMS WORLDWIDE, IN 26 COUNTRIES. ALL BUT FEW ARE IN THE DEVELOPED WORLD
- ◆ INDEN MEMBERSHIP NOW STANDS AT 105, WITH 19 OF THE 26 COUNTRIES REPRESENTED.



INDEN, CON'T

- ◆ WHAT HAS BEEN DONE TO DATE?
 1. PUBLICATIONS. SEE SEPARATE LIST
 2. WEBSITE: [HTTP://WWW.UMICH.EDU/~INDEN/](http://www.umich.edu/~inden/)
INCLUDES:
 - A WORLDWIDE DIRECTORY OF DOCTORAL PROGRAMS
 - ALL PAPERS PRESENTED AT ITS CONFERENCES
 - LISTS OF ATTENDEES OF MEETINGS, W. CONTACT INFO



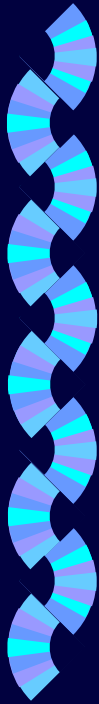
INDEN, CON'T

- LISTS OF NON-TRADITIONAL PROGRAMS
- SOME INTL JOURNAL INFORMATION
- PROCESSING DUES VIA THE INTERNET
- 3. NETWORKING BET. INDIVIDUALS WORLDWIDE
- 4. CURRENT PROJECTS:
 - A) A PLAN FOR STUDENT EXCHANGE OPPORTUNITIES FOR SHORT-TERM STUDY ABROAD NOW BEING IMPLEMENTED.
 - B) TASK FORCE DEVELOPING QUALITY INDICATORS/CRITERIA FOR DOC PROGRAMS



INDEN, CON'T

- C) FUND-RAISING TO SUPPORT STUDENT EXCHANGES
- D) POSITION PAPER ON MENTORSHIP IN PROGRESS
- E) EXPANDING MEMBERSHIP TO INSTITUTIONS, UNDER STUDY BY A COMMITTEE
- F) ACQUIRING A JOURNAL AS OUR OFFICIAL JOURNAL. DISCUSSIONS UNDER WAY WITH TWO PUBLISHERS
- G) PROGRAMMING FOR DOCTORAL STU & POSTDOC FELLOWS
- H) MEETINGS EVERY TWO YEARS CONTINUE.



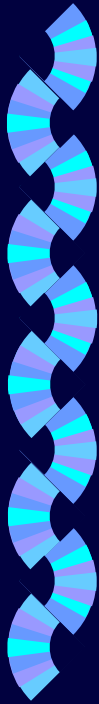
DISTANCE EDUCATION

- ◆ FEW SCHOOLS ARE INVOLVED IN DISTANCE LEARNING IN DOCTORAL EDUCATION
- ◆ A BELIEF THAT MENTORSHIP REQUIRES ONE-ON-ONE RELATIONSHIP BET STUDENT & MENTOR, THAT DISTANCE LEARNING, AND LARGE NUMBERS OF STUDENTS PER FACULTY MENTOR WOULD PLACE THIS IN JEOPARDY



DISTANCE LEARNING

- ◆ ONE INSTITUTION IN SOUTH AFRICA OFFERS DOC ED EXCLUSIVELY VIA DISTANCE LEARNING
- ◆ SEVERAL SCHOOLS IN THE U.S. TEACH COURSES OR ENTIRETY OF DOC PROGRAM VIA THE WEB
- ◆ ONE CONSTANT: STUDENT FIND THESE DL APPROACHES CONVENIENT AND GIVING THEM THE FLEXIBILITY THEY DESIRE.
- ◆ DL MORE COMMON AT MASTER'S LEVEL.



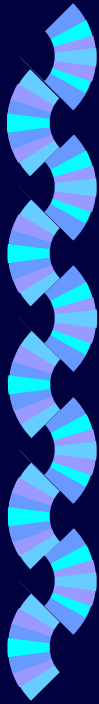
SOME ISSUES IN DL

- ◆ NO SYSTEMATIC EVALUATIONS ARE AVAILABLE TO ASSESS IMPACT & QUALITY
- ◆ SENSE OF COMMUNITY ABSENT AMONG STUDENTS AND BET. STUDENTS & FACULTY
- ◆ ACCREDITATION OF PROGRAMS?
- ◆ SOME SCHOOLS THAT DO ONLY DL ARE MAKING USE OF MOSTLY PART-TIME FACULTY, & THIS HAS RAISED SOME CONCERNS
- ◆ INTELLECTUAL PROPERTY ISSUES. WHO DOES CONTENT BELONG TO?



DOCTORAL EDUCATION IN DEVELOPING COUNTRIES

- ◆ THE NEEDS FOR DOCTORAL ED ARE GREAT
- ◆ HISTORICALLY, THESE COUNTRIES HAVE SENT THEIR PROFESSIONALS TO DEVELOPED COUNTRIES FOR TRAINING. FUNDING EITHER BY GOVN'TS OR FOUNDATIONS OR INT'L AGENCIES
- ◆ CURRENT TREND: TO DEVELOP THEIR OWN PROGRAMS. REASONS:
 1. TOO EXPENSIVE TO STUDY OVERSEAS
 2. FAILURE TO RETURN TO HOME COUNTRY
 3. SOME GRADS UNABLE TO APPLY LEARNING TO NEEDS OF HOME COUNTRY.



DEVELOPING COUNTRIES: RETURNING GRADUATES

- ◆ RETURNING GRADS HAVE NOT ALWAYS BEEN USED WELL. DYNAMICS:
 1. DESPITE STRONGER CREDENTIALS, NEW GRADS WORK WITH THEIR FORMER FACULTY, WHO EXPECT DEFERENCE. AS A RESULT NEW GRADS ARE NOT GIVEN NEW OPP'T FOR GROWTH
 2. HOME COUNTRY HAS NOT IN THE MAIN BEEN ABLE TO DIRECT THE STUDENTS OVERSEAS TO STUDY IN AREAS OF COUNTRY'S NEED, OR TO PLAN SUCH THAT A BALANCE IS PRESENT AMONG A FACULTY GROUP'S EXPERTISE.
 3. SOME ARE UNABLE TO TRANSLATE LEARNING.