European Academy of Nursing Science

Summer School for Doctoral Studies

Lisbon 2019

Handbook for Participants

Introduction

We are delighted to be able to welcome you as a participant on the European Academy of Nursing Science (EANS) annual summer school for doctoral nursing studies

This handbook contains information on the summer school. It includes some background information about EANS, the aims of the summer school, some information about the curriculum and details of preparation work you must do before attending the summer school. During the summer school you will be asked to give a number of presentations and it is essential you prepare for these before you arrive.

Section A   an overview of the EANS summer school.

Section B   the EANS summer school curriculum in detail

Section C   preparation work you must do before the EANS summer school

Section D   a selection of relevant references

Section A

Overview of the
EANS Summer School

The European Academy of Nursing Science

History of EANS

EANS is over 20 years old. It grew out of a network of academics, most of whom taught PhD programmes in nursing in European universities. In 1998, these academics started running international summer schools for students in their universities who wished to network together. As the value of these schools became apparent, and the work involved in running them expanded, EANS was formed as an association with formal bylaws: 'an independently organised body composed of individual members who have made significant contributions to the advancement of nursing science in Europe through scholarship and research'.

The Academy's purpose was to 'sustain a forum of European nurse scientists to develop and promote knowledge in nursing science and to recognise research and scholarly achievement in the pursuit of excellence', or as specifically stated by founding President, Professor Rosemary Crow:

- to provide a forum for debate and constructive discussion that was free from national and/or local political agendas
- for Scientists who had established programmes of research to share their ideas with other experienced scientists, something most likely to happen across national boundaries
- to develop themes both of a theoretical and methodological nature, such that these would contribute to the wider scientific community
- to be a source of leaders in Nursing Science across Europe from which, for example, Scientific Committees needing expertise in a relevant field of Nursing Science could draw

Internal Structure

An elected Board consisting of 13 members governs EANS. The Full Members of EANS directly elect the President and Vice President and ten Board members. The Board appoints the Secretary and Treasurer from ordinary elected members. Board members serve for a maximum of two terms of three years each, having to seek re-election if they wish to serve for a second term. Decisions taken by the Board, together with a description of the activities and finances of the organisation are presented to an annual meeting of EANS where Members can question the Board.

Membership

EANS was initially set up as an organisation of experienced nurse researchers only, not a mass membership movement. Membership of the Academy was restricted to experienced nurse scientists – essentially the initial small group of founders, their colleagues and those that were experienced enough to teach the summer schools. Members were called 'Fellows' and expected to have made a considerable contribution to nursing science before they would be accepted as

members. A membership committee assessed this contribution in the traditional manner through scrutiny of the breadth, depth and relevance of applicants' publication records. Fellows had voting rights and could attend annual meetings. In the intervening years the criteria for Fellowship of EANS has been formalised to include bibliometric analysis (using the 'h-index') and specific appraisal of the applicant's contribution to the field of research in nursing. A sub-committee of EANS undertakes this.

Almost as soon as EANS was formed, a group of students from the summer school who had been profoundly influenced by their experiences there lobbied to be included in EANS. Previously, the expectation of the founders had been that summer school students would benefit from their experience, become 'early stage researchers' and develop their academic careers without further contact with EANS. They would then join EANS at some undefined later point, when they had amassed enough experience and expertise to qualify for membership – thought to be about ten years later. These ex-students questioned the wisdom of this view and sought to retain the opportunity to meet, network with each other and continue to receive input from their teachers in order to support their nascent careers.

The EANS board acquiesced to this request and set up a new class of membership, the Scholars. Initially, Scholars were eligible for membership of EANS if they had completed the summer school. They paid a 50% reduced membership fee, were permitted to self-organise a programme to run alongside the summer school but had no voting rights and could not stand for Board positions. Many Fellows contributed to this summer 'scholars' programme' in order to continue these early stage researchers' educations. Shortly after, the criteria for an EANS scholar were widened to include early stage researchers with PhDs but no experience of the summer school.

In 2013, Fellows of EANS voted to change this situation, to eliminate the 'democratic deficit' and remove the two tier-membership situations whereby Scholars were members who paid a fee but did not have voting or decision making rights. From 2013 onwards EANS consists of Full members and Student members.

Full members are nurses who work in Europe and have been awarded their PhD. Full members have full voting and nomination rights.

Student members are nurses who work in Europe, are studying for their PhD and are attending, or have attended, the EANS summer School. Student membership is limited to six years.

Fellowship of EANS is now an honorary title bestowed on members who meet the previously agreed criteria for Fellowship.

Details of how to apply to become a member of EANS are available on the academy's website: www.european-academy-of-nursing-science.com

In 2013 EANS also agreed a new mission statement.

> The purpose of the Academy is to be *the* scientific community in Europe providing inspiration, collaboration and academic leadership in nursing by sustaining a forum of European nurse scientists who are developing and promoting knowledge in nursing through research and scholarly achievement in the pursuit of excellence.

EANS Activities

EANS runs a number of scientific activities every year. These are:

- Summer schools: EANS' flagship activity, recognised as of very high quality, evaluated excellently by participants and led by an experienced team using the complex interventions mixed methods focus.

- Summer conferences: first run in 2012 using a traditional seminar and invited keynote speaker structure, integrated with the summer school to reflect the themes taught there. The 2012 conference was evaluated as successful and has been retained as an annual event.

- Scientific Meetings: these adopt a 'summit' structure of discussion and working groups, focusing on building collaboration and addressing broader issues for nursing such as academic leadership and how to increase nursing influence on political and health policy areas. It is held each winter rotating across Europe.

The EANS Summer School for Doctoral Studies

The summer schools were established in 1998 under the leadership of Professor Rosemary Crow to encourage nursing students undertaking PhD study to add a European dimension to their research and to receive advanced research training. The summer schools are self-financed by participants, although EANS and the host Universities are always looking for funding to support the summer schools, which in the past has been provided by the EC Framework 6 Marie Curie Programme. EANS also occasionally provides support to participants in financial hardship. From 2011-2015 financial support for participants was provided through a European Science Foundation Research Network Programme (ESF-RNP) award.

Aims of the Summer School Programme

Each summer school is hosted by one of the EANS partner Universities and has the following aims:

- to provide a common European perspective for doctoral nursing research;
- to create a multinational learning environment for nurses who are doctoral students;
- to improve the quality of nursing practice by increasing the research evidence used in nursing within Europe;
- to enhance the opportunities for doctoral students to study, work and undertake research in other European States.
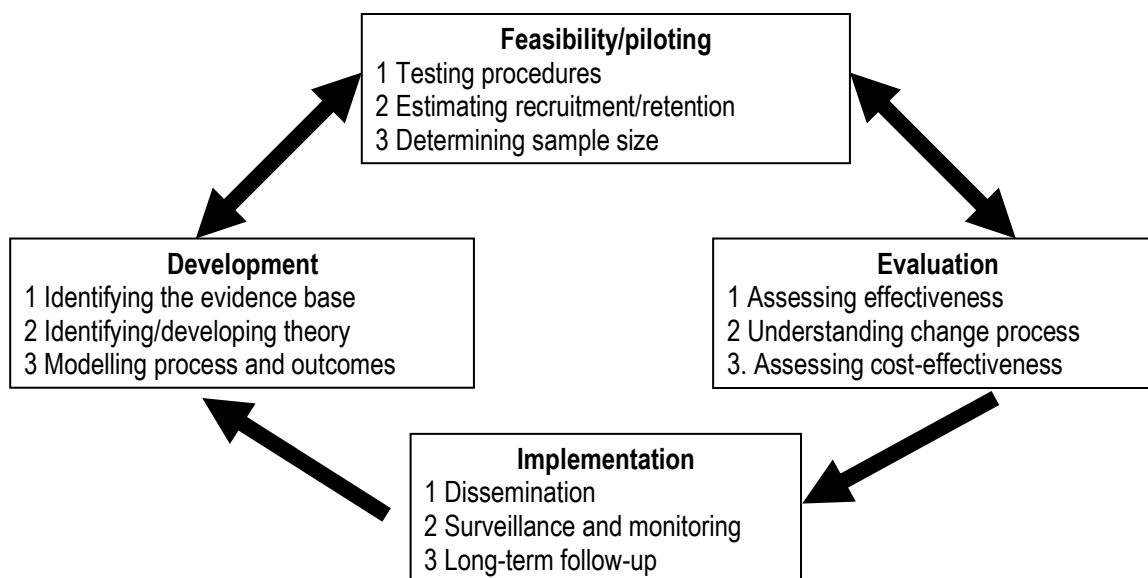
The summer school course is structured around four themes: **Development; Feasibility/Piloting; Evaluation; Implementation** that reflect the complex nature of nursing activities and interventions as well as the challenges this poses for research Section B describes these in depth and lists the learning objectives of the curriculum. The next page outlines the background to the curriculum.

Nursing as a Complex Activity: Background to the EANS Summer School Curriculum

In a series of editorials, Hallberg[1,2] has challenged nursing researchers to re-focus their activities to develop knowledge for nursing that is useful for practice and that can be translated into practice in '*a step wise manner, a series of studies from descriptions, theory development, testing, exploring possible explanations, refining models or theories and testing them and implementing valid knowledge in practice. In particular, we need to learn more about the implementation process and about how to make it successful*.'[2] (p410). She characterises most current nursing research as: descriptive rather than experimental; cross-sectional rather than longitudinal; context specific rather than generalisable; and introspective rather than implementation focused. For example, between 2000 and 2006 studies from the top ten scientific nursing journals were mainly descriptive[3] and did not report the impact of nursing interventions on patients. Of 210 papers published in two international nursing science journals annually, only 15% were addressing '*research that may carry strong evidence for practice*'[1] (p924).

Nursing has a critical role in meeting health and social care challenges such as aging populations, chronic diseases and new endemics at the fore of European health concerns. Increasingly, nurses engage in a wide range of activities, many of which are highly complex and take place in multiple care environments including acute medicine, chronic care facilities, community and residential care homes. Changes in health care organisation internationally (e.g. short hospital periods, growing responsibility for patient self-care) are placing more health care in the hands of nurses, increasing the scope, the overall need for nursing care and for that care to rest on a solid evidence base. Nursing is, moreover, the quintessential 'complex intervention' – an activity that contains a number of component parts with the potential for interactions between them which, when applied to the intended target population, produces a range of possible and variable outcomes. In the last ten years,[4-7] guidance has been issued which recommends that complex interventions should be investigated through a process of development, feasibility/piloting, evaluation and implementation, where there is a dynamic interchange between stages.

Feasibility/piloting
1 Testing procedures
2 Estimating recruitment/retention
3 Determining sample size

Development
1 Identifying the evidence base
2 Identifying/developing theory
3 Modelling process and outcomes

Evaluation
1 Assessing effectiveness
2 Understanding change process
3. Assessing cost-effectiveness

Implementation
1 Dissemination
2 Surveillance and monitoring
3 Long-term follow-up

MRC, 2008[7]

The EANS curriculum has been designed to reflect this guidance in order to meet Hallberg's recommendations.

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Organisation of the EANS Summer School

The EANS summer school is a three-year programme. Each year, a different European University hosts the summer school. The summer schools are residential. Participants must attend three summer schools. On completion of the three-year programme, participants are awarded, over and above their degree from their own university, a certificate that details the European dimension of their work.

Summer school participants take part in educational activities that address the four curriculum themes through learning opportunities such as workshops, seminars, participant presentations and discussion groups. The course consists of 200 hours of study in total.

- **Year one:** two 40 hour weeks plus 20 hours of private reading and homework activity before and during the course (100 hours in total)
- **Year two:** one 40 hour week plus 10 hours of private reading and homework activity before and during the course (50 hours in total)
- **Year three:** one 40 hour week plus 10 hours of private reading and homework activity before and during the course (50 hours in total)

As part of the summer school programme, participants will join EANS members in part of a two-day conference incorporating keynote addresses, symposia, poster sessions and workshops during the second week of the summer school.

Before you attend the summer school you must read the MRC Complex Interventions Research Framework document which you can download from the EANS website. You will find it very difficult to take part in the summer school activities unless you prepare for the summer school in this way.

Note: Some Universities also recognise attendance at the summer schools as a contribution towards credits required for participants' doctoral degrees. The equivalent of five weeks study hours is usually regarded as worth 7.5 Credit Points under the European credit transfer and accumulation system (ECTS). However, validation of this is the responsibility of participants' own home universities. EANS cannot provide accreditation itself. Summer school participants may wish to discuss this with their home university and use the summer school curriculum in this handbook as evidence for home university credits.

Attendance: participants must attend all of the summer school. Each week runs from 9.00 am Monday until 5.00 pm Friday week one or to 12 pm Friday week two. It is expected that all participants will arrive at the summer school by the Sunday preceding the start and will not leave until Friday 12 pm. Certificates will not be given to participants who leave early or who arrive late. If you leave early or arrive late one year, their place will be given to a reserve applicant the next year and you will be unable to continue with the summer school programme.

Course Textbook

In April 2015 members of the international REFLECTION network, including many of the EANS Summer School teachers, published the first comprehensive textbook to address all stages of the complex interventions research process. This textbook, edited by David Richards and Ingalill Rahm Hallberg, includes 33 chapters from a range of international experts in the fields of development, testing, evaluating and implementing complex interventions in health and social care.
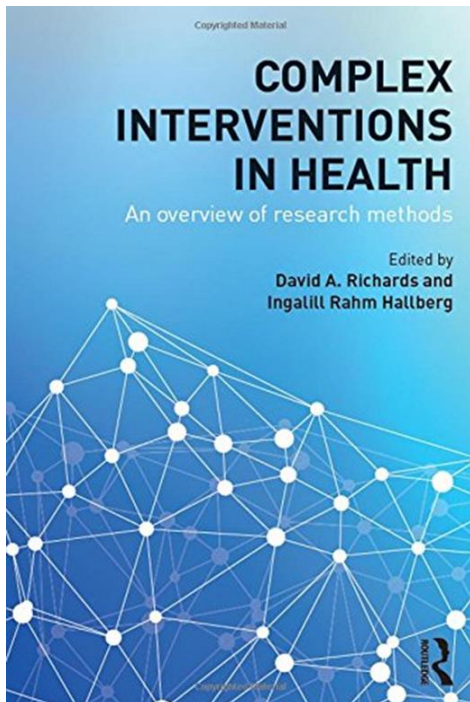
Richards, D.A. and Rahm Hallberg, I. (2015). *Complex Interventions in Health: An overview of research methods*. London: Routledge.

As an EANS Summer School participant you are strongly advised to access a copy of this book. Many course teachers will refer to it and each 'bite size' chapter addresses a core issue in conducting research into complex interventions. There is also a comprehensive bibliography and citation section to help in your studies. The book can be accessed as an e-book, in hardback or paperback from the publisher's website:

http://www.routledge.com/books/details/9780415703161/

You can also obtain a copy via Amazon:
http://www.amazon.co.uk/Complex-Interventions-Health-overview-research/dp/0415703166

Section B

The EANS Summer School Curriculum in Detail

Learning Objectives

1 Development stage:

This stage of the curriculum is designed to help you clarify a number of important preliminary questions. What are you trying to develop and/or understand? What outcome(s) are you aiming for, and how will you bring this about? Do your nursing activities or health care intervention have a coherent theoretical basis? Have you used this theory systematically to develop or understand the activity/ies? Can you describe the activity/ies fully, so that it/they can be implemented properly and replicated by others? Does the existing evidence – ideally collated in a systematic review – suggest that the activity/ies are likely to be effective or cost effective? Can it/they be implemented in a research setting, and is it/are they likely to be widely implementable if the results are favourable? This set of learning objectives sets the scene for the pilot, evaluation and implementation stages and each sub-section will, therefore, be related to the overall complex interventions framework. You will:

1. **Demonstrate a critical understanding of key concepts in the complex interventions research process in nursing, including the role of the existing evidence base, theory and modelling.**

1.1. Identifying the evidence base[16-20]
- Demonstrate a critical understanding of the contributions of different methods of identifying the evidence base relevant to the development of different types of health care interventions
- Demonstrate sufficient knowledge to undertake all stages of health care intervention development such as for example the model of intervention mapping
- Be familiar with the theoretical and practical aspects of conducting systematic reviews, qualitative evidence synthesis reviews, mixed studies reviews, and reviews of reviews

1.2. Identifying/developing theory[21-23]
- Be critically aware of the importance of a theoretical understanding of the process of change in health care interventions in terms of what changes are expected, and how change is to be measured and achieved
- Understand how to identify and appraise existing measures of key concepts or to develop suitable scales and methods of measurement where required
- Appreciate how to use different models for developing and mapping health care interventions

1.3. Modelling process and outcome[24-29]
- Demonstrate knowledge and understanding of the concept of modelling as applied to complex interventions/activities to provide important information about the design of both the intervention and the evaluation prior to a full-scale evaluation
- Become critically aware of the process of determining whether a health care intervention would be possible to implement in routine practice in terms of who needs to know about the outcome of the evaluation, what kind of information they will require in order to implement the changes that might be indicated by the new evidence, who (or what) are the facilitators and what (or who) are the likely obstacles to implementation?
- Be aware of a range of formal modelling frameworks such as MOST, RE_AIM, economic modelling or other guidance on the development and evaluation of activities and interventions to foster behavioural change

2 Feasibility/Pilot Stage:

This stage of the curriculum is designed to help you understand how to plan the evaluation of a complex nursing activity. This vital preparatory work is often skimped but is required to avoid failures in research programmes and rejection by funding agencies. Evaluations are often undermined by problems of acceptability, compliance, delivery of the intervention, recruitment and retention, poor choice of outcome measures and smaller-than-expected effect sizes, all problems that could be anticipated by thorough piloting. The feasibility and piloting stage includes testing procedures for their acceptability, estimating the likely rates of recruitment and retention of research participants, and the calculation of appropriate sample sizes. Depending on the results, a series of studies may be required to progressively refine the design, before embarking on a full-scale evaluation. This set of learning objectives follows on from the development stage and they are vital before the evaluation and implementation stages are undertaken. Each sub-section will, therefore, be related to the overall complex interventions framework. You will:

2. **Demonstrate a critical awareness of the role of a pilot study in addressing the main uncertainties that have been identified when developing complex interventions.**

2.1. Testing procedures[30-33]
*   Demonstrate an in-depth awareness of the procedural intricacies in undertaking evaluations of complex health care interventions

*   Critically appreciate mixed method designs to test the acceptability of proposed activities and interventions to patients and health care staff

*   Understand methods to assess the degree and variability of intervention compliance when assessing the delivery of a complex health care intervention

2.2. Recruitment/retention[34-36]
*   Critically appraise ethical considerations in the conduct of evaluations of complex health care interventions

*   Demonstrate knowledge of participant recruitment and retention strategies for both quantitative and qualitative designs

*   Critically evaluate methods used in pilot trials for estimating the likely recruitment rates in full scale evaluations of complex health care interventions

2.3. Determining sample size[37,38]
*   Demonstrate understanding of the principles of sample sizes in terms of evaluating complex health care interventions

*   Develop knowledge and understanding on different methods of calculating sample sizes appropriate for evaluating complex health care interventions

*   Understand the contribution of cluster, superiority, non-inferiority or equivalence and cost-effectiveness factors in calculating sample sizes

3 Evaluation Stage:

This stage of the curriculum is designed to help you undertake the evaluation of a complex nursing activity. There are many study designs to choose from, and different designs suit different questions and different circumstances. Awareness of the whole range of experimental and non-experimental approaches can lead to more appropriate methodological choices. This stage of the curriculum exposes you to the critical decision-making processes involved in designing the least biased and most feasible evaluation. Considerations of randomisation, bias, control, process evaluation and economic evaluation are covered in this section of the curriculum. This set of learning objectives follows on from the development and piloting stages. Each sub-section will, therefore, be related to the overall complex interventions framework. You will:

3. **Demonstrate a critical awareness of the important outcome, process and economic considerations when designing and conducting full-scale evaluations of complex health care interventions**

3.1. Assessing effectiveness[39-45]
- Develop a critical appreciation of the range of randomised, pragmatic and non-randomised designs suitable for assessing the effectiveness of complex health care interventions in terms of the relative strengths and weaknesses of each design and their susceptibility to bias

- Understand which situations and issues are best suited to non-randomised designs and how to maximise the validity and reliability of the results of such designs

- Critically appraise the value of guidelines for reporting and evaluating research reports (e.g. CASP, CONSORT) as a means to plan high quality research studies

3.2. Understanding change process[46,47]
- Develop knowledge of the range of methods which can be used to understand processes within a research study

- Critically appraise how best to assess fidelity and quality when implementing a health service intervention

- Demonstrate understanding of how process evaluations can clarify causal mechanisms and identify contextual factors associated with variation in outcomes

- To be able to critically appraise the role of action research methods in developing, testing, evaluating and implementing complex interventions

- To understand the contribution of data gathered in action research to evidence on the effectiveness of complex interventions

3.3. Assessing cost effectiveness[48-51]
- Critically evaluate core health economic concepts in the evaluation of complex interventions and activities in health and nursing

- Understand the role of economic evaluation in estimating the scale of economic benefits from complex nursing and health care activities or interventions

- Demonstrate understanding of how such analyses can be incorporated in the design of evaluations of complex interventions and activities

4 Implementation stage:
This stage of the curriculum is designed to help you understand why and how findings from research studies can be implemented and whether the benefits of complex activities are persistent in the 'real world'. Studies designed to provide robust estimates of effectiveness may not provide accurate estimates once the intervention, treatment or activity has been routinely adopted, for example because studies have used highly selected patient populations or a restricted range of settings. Implementation research, therefore, seeks to identify which techniques are effective for encouraging the translation of evidence into practice, and to provide information about 'real world' variability in effectiveness and cost effectiveness of interventions, and about the practicalities of introducing and sustaining new treatments, activities or services. As a consequence, long-term follow-up may be needed to determine whether short-term changes persist, and whether benefits inferred from outcomes in the original study do in fact occur. This set of learning objectives follows on from the previous three stages. Each sub-section will, therefore, be related to the overall complex interventions framework. You will:

4. **Demonstrate a critical awareness of behavioural change strategies for getting evidence into practice and of the importance of surveillance and long-term monitoring to identify unexpected or rare effects, and the persistence of original study outcomes.**

4.1. Dissemination[52-54]
- Critically appraise the principles for improving the quality of dissemination (e.g. CONSORT guidelines) including how to report complex interventions research, and the evidence for effective dissemination of research findings into practice, policies and guidelines
- Critically appraise specific behavioural change methods by which evidence-based complex interventions and activities can be implemented effectively
- Demonstrate understanding of a range of specific research methods by which evidence on effective implementation and behavioural change processes may be gathered

4.2. Surveillance & monitoring[55]
- Describe the use of routine data sources and health care records to provide evidence for the effectiveness of implementing evidence-based complex interventions and activities
- Understand the use of audit data to maintain standards and collect data on the implementation of complex interventions and nursing activities
- Critically appraise cross-sectional and longitudinal data analyses to understand patient and service level outcomes in routine practice

4.3. Long-term follow-up[56-58]
- Understand and critically appraise the importance of follow-up in relation to study design and method of outcome assessment
- Consider how strategies for the measurement of long-term outcomes can be designed to uncover unexpected or rare effects
- Appreciate the ethical considerations involved in the use of routinely collected data in health and social care settings

5 General learning objectives:

This aspect of the curriculum is designed to help you develop general and collaborative research skills to enable you to participate fully as early-stage researchers and then to progress in your post-doctoral careers. They represent the aims of EANS to equip you with a broader, pan-European and collaborative ethos to your research practice. To do so, you will be assisted in working on a series of collaborative projects with your peers as well as developing presentational skills about your own projects. This set of learning objectives is in addition to those which relate to the four aspects of the complex interventions framework. However, the overall complex interventions framework will provide the context by which you will meet these learning objectives. You will:

5. **Develop collaborative and presentational research skills to enable future active participation in the European Research Area**

5.1. Demonstrate skills in making presentations via poster and lecture-based media to audiences of peers and senior researchers

5.2. Demonstrate skills in working collaboratively with peer representatives from across the European Research Area

5.3. Demonstrate knowledge and critical awareness of the importance of multidisciplinary working in research teams and the contribution of a wide variety of clinical and methodological research disciplines

5.4. Demonstrate the ability to marshall and present critical arguments for and against methods and philosophies as applied to research in nursing

Section C

Participant-Led Activities in each Year Group for the EANS Summer School

Preparatory Work before the Summer School

Years 1, 2 and 3

During the EANS Summer Schools you will be required to produce examples of your PhD studies for discussion with your year group peers and your teachers. This takes different forms during the three years and you will find the relevant instructions in this handbook which is updated annually based on participants and faculty members evaluations. Thus, it is vital to read through this handbook carefully every year. Particularly since it will instruct you about the mandatory and preparatory work you are expected to have done before arriving to the summer school.

We have set out a number of specific issues and advice notes in the next few pages (for example, timing, number of slides). The reason for this is twofold:

- it is good practice to plan and time presentations in order to practice for future presentations at conferences and scientific meetings

- the summer school timetable is full, and it is unfair to other participants if presentations overrun. In fact, year group team leaders and senior mentors will be very strict with timing. Team leaders will additionally remove any slides above the allocated number

Presentations are an excellent opportunity to practice the transferable skills necessary for a research career. They are also a very good opportunity to initiate conversations with other participants about research and nursing issues. Course leaders and other participants will give feedback and advice.

All sessions will touch upon the summer schools text book it is therefore a good idea to also make yourself acquainted with the book in good time before the summer school starts.

EANS Summer School
Specific Activities for 1st Year Participants

1. Presenting 'My PhD: Making a Start' (Week 1)

The presentation is an individual ten-minute verbal presentation on your doctoral studies plus five minutes of questions from participants. Please note, you will be clocked by the year group team leaders and stopped when your time is out.

You must prepare this presentation before your arrival to the summer school using the available template from the EANS website. Please note that to ensure fairness and equity for participants from our widely divergent cultures, five Microsoft PowerPoint slides (title page and reference page excluded) is the maximum you can use. Make sure you follow the instructions on the downloaded template slides. For your ten-minutes presentation notice that the main time should be spent on your research design not on your clinical topic.

The list for the order of presentations can be found in your class room in the afternoon on your first day of the summer school. Do not forget to bring your presentation on day one for downloading to classroom laptop. Please note, additional slides beyond instructions above will be erased. Label presentation: <<*your surname name My PhD*>>. There is unfortunately no time to provide individual feedback to participants. However, a general overarching feedback on presentations *per se* will be given on the Friday in week 1 by year group team leaders and the senior mentor.

2. Presenting Our Health Care Systems (Friday Week 1)

This presentation is a verbal group presentation on your team's different health care systems and organisation of nursing. Your team will have ten-minutes plus five minutes of questions from faculty members and participants. Please note, you will be clocked by the year group team leaders and stopped when you time is out.

Before arrival to the summer school, you must individually prepare one written page of A4 information on your countries health care system and how nursing is organised using the available template from the EANS website. Don't forget to bring with you your preparation to the summer school.

During the first week of the summer school you will use your preparatory A-4 page and work together with other participants in a small multi-state team while preparing for this group presentation. The presentation will consist of six Microsoft PowerPoint slides (title page excluded). Note the template for this presentation will only be available on the EANS home page on the first day of the summer school.

EANS Summer School
Specific Activities for 1st Year Participants

3. The EANS Summer School debate (Week 2)

As a 1st year participant you will participate in and perhaps contribute to the summer school debate that will be run by the 2nd year students in week two. In the days before the debate, your year group team leaders will discuss with you the theme of the debate aiming that you and your group are able to contribute to the debate. Be prepared to contribute to the debate.

The motion of the debate will be posted on the EANS website shortly before the summer school starts. There is time allocated for this work in your time table.

During the debate, the chair will ask for spontaneous contributions from anyone else. This means that you and your group are allowed to respond either for or against the motion.
Please note: be prepared to comment on the formal speeches from the 2nd year students, and not to read from prepared presentations.

The debate running order is detailed in full below.

- Chairperson introduces the debate	(about 2-4 min.)
- Voting for and against the motion	(about 2-4 min.)
- Team speaker 1 for the motion	(about 5 min.)
- Team speaker 1 against the motion	(about 5 min.)
- Team speaker 2 for the motion	(about 5 min.)
- Team speaker 2 against the motion	(about 5 min.)
- Contributions from audience and from 1st and 3rd year groups	(about 5 min.)
- Team speaker 3 for the motion rounding up	(about 5 min.)
- Team speaker 3 against the motion rounding up	(about 5 min.)
- New voting for and against the motion	(about 2-4 min.)
- Chairperson concludes the debate	(about 2-4 min

The 2nd year debate team that gains the biggest *change* in the number of people voting between the two votes will be the winner of the debate. Please note teachers, senior mentors or year group team leaders cannot contribute as one of the year group speakers at the debate.

EANS Summer School
Specific Activities for 1st Year Participants

4. Team presentation (End of week 1)

Your team needs to prepare a 5-minute introduction about your teams to the 2nd week's year group team leaders and senior mentor. Your presentation should start from your flip chart from the first day now on the class room wall. Your introduction should include some general experiences and reflections from your first summer school week but also some insights from working in a multi-state team. Presentations should also include your teams' expectations of week 2. The presentation is partially informal so you do not need to stand up in front or use PowerPoint form this brief introduction of your team.

5. The Gala Dinners formal 'Thank you' Address

You should as the 1st year participants be prepared to hold a formal thank you address on the night of the EANS Gala Dinner that always takes place on the Thursday night in week 2. It is a mandatory and traditional closure of the summer school which is highly appreciated and valued. All participants are expected to attend and the dress code is formal.

In preparation for this, 1st year participants should choose 1 or a maximum of 2 people from the group that will represent you by giving this formal address. The address is expected to last no longer than 3-4 minutes and it should include a special thank you to all of those you as participants think have been instrumental during the summer school. You are allowed to be funny but it is also a formal address aimed at initiating you in the art of public speeches and in giving this kind of address in the future. .

EANS Summer School
Specific Activities for 2nd Year Participants

1. 'Summary, one year later, where am I?

During the first day of the summer school, you will have an opportunity to update your fellow participants and faculty members on your PhD studies. You must individually prepare and send your summary after the **23rd June and no later than the 1st July, 12 pm to the second-year senior mentor**. Your summary should not exceed 300 words and the template for this structured summary should be downloaded from the [EANS website](#). You can submit your summary only once. Those summaries that are not submitted in time will be excluded. You will find the senior mentors contact details on the downloaded template.

You will engage with your new multi-stage team to discuss a specific theme synthesised from all submitted participant summaries. The theme for discussion will be handed out to you by the senior mentor and is likely to deal with issues about design, research questions, publications, supervisors, delivering on time or out of time, and personal issues of general relevance for PhD studies etc. The activity aims to help you to become reacquainted with each other again and to remind yourselves about your different projects.

Your team will need to decide upon some general strategies that can be used to overcome or to strengthen the focus of your discussion theme. Both the theme and your suggested strategies will be written down on a flip chart that will form the base for your feedback to the larger group discussion before the session ends.

EANS Summer School
Specific Activities for 2nd Year Participants

2. The EANS Summer School Debate

You, as 2nd year EANS participant, will need to prepare to lead the EANS debate taking place during the EANS summer conference. A member of EANS faculty will chair the debate. You will remain working in your multi-state team, but the year group team leaders and senior mentor will randomly allocate three of the year groups six multi-state teams to work together in support of the motion, and the remaining three multi-state teams to work together against the motion. The motion will be posted on the EANS website shortly before the summer school starts.

Each of the three smaller multi-state teams now working together as one large team against or in support of the motion needs to nominate one speaker from each small multi-state team. Your team will also need to decide who amongst you will be speaking first, second or third during the debate (see structure for debate below). It is advised that the multi-state teams for or against the motion work in close collaboration to ensure that each speaker presents complementary arguments rather than merely repeating the same material during the debate. Please note no audio-visual aids are permitted to be used during the debate. The debate running order is detailed in full below.

- Chairperson introduces the debate   (about 2-4 min.)

- Voting for and against the motion   (about 2-4 min.)

- Team speaker 1 for the motion   (about 5 min.)

- Team speaker 1 against the motion   (about 5 min.)

- Team speaker 2 for the motion   (about 5 min.)

- Team speaker 2 against the motion   (about 5 min.)

- Contributions from audience and from 1st and 3rd year groups   (about 5 min.)

- Team speaker 3 for the motion rounding up   (about 5 min.)

- Team speaker 3 against the motion rounding up   (about 5 min.)

- New voting for and against the motion   (about 2-4 min.)

- Chairperson concludes the debate   (about 2-4 min.)

The 2nd year debate team that gains the biggest *change* in the number of people voting between the two votes will be the winner of the debate. Please note teachers, senior mentors or year group team leaders cannot contribute as one of the year groups speakers at the debate

EANS Summer School

Specific Activities for 2nd Year Participants

3. The Gala Dinners formal 'Thank you' Address

You should as the 2nd year participants be prepared to hold a formal thank you address on the night of the EANS Gala Dinner that always takes place on the Thursday night in week 2. It is a mandatory and traditional closure of the summer school which is highly appreciated and valued. All participants are expected to attend and the dress code is formal.

In preparation for this, 2nd year participants should choose 1 or a maximum of 2 people from the group that will represent you by giving this formal address. The address is expected to last no longer than 3-4 minutes and it should include a special thank you to all of those you as participants think have been instrumental during the summer school. You are allowed to be funny but it is also a formal address aimed at initiating you in the art of public speeches and in giving this kind of address in the future.

EANS Summer School
Specific Activities for 3rd Year Participants

1. 'Summary, one year later, where am I?

During the first day of the summer school, you will have an opportunity to update your fellow participants and faculty members on your PhD studies. You must individually prepare and send your summary after the **23rd June and no later than the 1st July, 12 pm to the third-year senior mentor**. Your summary should not exceed 300 words and the template for this structured summary should be downloaded from the EANS website. You will find the senior mentors contact details on the downloaded template.

You will engage with your new multi-stage team to discuss a specific theme synthesised from all submitted participant summaries. The theme for discussion will be handed out to you by the senior mentor and is likely to deal with issues about design, research questions, publications, supervisors, delivering on time or out of time, and personal issues of general relevance for PhD studies etc. The activity aims to help you to become reacquainted with each other again and to remind yourselves about your different projects.

Your team will need to decide upon some general strategies that can be used to overcome or to strengthen the focus of your discussion theme. Both the theme and your suggested strategies will be written down on a flip chart that will form the base for your feedback to the larger group discussion before the session ends.

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EANS Summer School
Specific Activities for 3rd Year Participants

2. The EANS Summer School Debate

As a 3rd year participant you will need to prepare to make contributions to the summer school debate that will be run by the 2nd year students in week two. Your year group team leaders will discuss with you the theme of the debate aiming that you and your group are able to contribute to the debate. Be invited to contribute to the debate.

The motion will be posted on the EANS website shortly before the summer school starts.

During the debate, the chair will ask for spontaneous contributions from anyone else. This means that you or members of your group are allowed to, either for or against, comment on the debate.
Please note: be prepared to comment on the formal speeches from the 2nd year students, and not to read from prepared presentations.

The debate running order is detailed in full below.

- Chairperson introduces the debate	(about 2-4 min.)
- Voting for and against the motion	(about 2-4 min.)
- Team speaker 1 for the motion	(about 5 min.)
- Team speaker 1 against the motion	(about 5 min.)
- Team speaker 2 for the motion	(about 5 min.)
- Team speaker 2 against the motion	(about 5 min.)
- Contributions from audience and from 1st and 3rd year groups	(about 5 min.)
- Team speaker 3 for the motion rounding up	(about 5 min.)
- Team speaker 3 against the motion rounding up	(about 5 min.)
- New voting for and against the motion	(about 2-4 min.)
- Chairperson concludes the debate	(about 2-4 min

The 2nd year debate team that gains the biggest *change* in the number of people voting between the two votes will be the winner of the debate. Please note teachers, senior mentors or year group team leaders cannot contribute as one of the year groups speakers at the debate

EANS Summer School
Specific Activities for 3rd Year Participants

3. My PhD, Poster Session

You must prepare and bring with you a poster. Some guidance on how to prepare a good quality poster is given at the end of this section of the handbook. Please note, do not forget your poster this is a mandatory part of the summer school! Participants not bringing a poster or not participating in the poster session will not receive their final award certificate stating that you have completed the summer school.

Make sure you have a copy of your poster on your laptop as if it gets lost travelling you will need to print up a new poster during your stay.

You will take part in a poster session at the EANS summer conference where you must present the latest aspects of your studies including any results. You have to stand beside your poster, describe your study briefly and answer questions from all participants at the summer school including students from years 1 and 2, and members of EANS attending the summer conference. During the poster session, all conference participants will be asked to rate the posters. Teachers will collate the scores. The best poster (best combined scores) will receive an award at the summer school gala dinner.

Immediately before the poster session you will be asked to stand at the front of the auditorium and 'invite' the audience to come and view your poster (which will be displayed outside the auditorium). You will be given one minute to do this. You must summarise the poster and convince the audience of why they should spend time looking at your work. This can be done seriously or humorously. Your objective is to describe your poster in the best possible way and encourage the audience to view your particular poster later.

You are expected to download a template for a PowerPoint slide from the EANS website. This should be prepared exactly according to instructions and forwarded to **your year group team lead no later than the 1st of July 12 pm.** You will find contact details for your year group team leader in the template. It is vital that you follow instructions, so all slides are identical as they will be displayed on stage behind you during your one-minute of fame.

EANS Summer School
Specific Activities for 3rd Year Participants

4. The activity - My Nursing Science Career

We want to spend the very last session of your three-year program on your professional futures. During this session, some of the senior professors will present and openly discuss their careers. *Their* instruction is to go beyond the sales talk and present an honest look in the mirror. They will discuss what brought them to their current positions and where they want to be in five years from now, and will include their doubts, facilitators and hindrances. *You* must individually prepare and email a 300-400 word long written reflection on your Nursing Science Career (or alternative career). The template for the structured summary should be downloaded from the EANS website. Please forward your reflection to the **senior mentor** no later than the 1st July at 12 pm. Contact details will be found in the downloaded template.

5. The Gala Dinners formal 'Thank you' Address

You should as the 3rd year participants be prepared to hold a formal thank you address on the night of the EANS Gala Dinner that always takes place on the Thursday night in week 2. It is a mandatory and traditional closure of the summer school which is highly appreciated and valued. All participants are expected to attend and the dress code is formal.

In preparation for this, 3rd year participants should choose 1 or a maximum of 2 people from the group that will represent you by giving this formal address. The address is expected to last no longer than 3-4 minutes and it should include a special thank you to all of those you as participants think have been instrumental during the summer school. You are allowed to be funny but it is also a formal address aimed at initiating you in the art of public speeches and in giving this kind of address in the future.

6. The Gala Dinners Award Ceremony

At the gala dinner, you will receive your certificate for having attended the whole summer school. It is important that you and your year group are aware of the procedures. In Ghent, all students will stand up when called upon by the President of EANS, and you are expected to walk to the stage and stand by the stage in the same running order as your 'come and see my poster' participant list. This is vital as the awards will be handed out in that same order. We would like to advise you take some time to practice lining up in a neat and orderly way as the stage is likely to be small and all 35 participants should stand so they can be seen, and can receive their certificate from the President and the Secretary of EANS. This means that the first name on the list will face the audience as the first person in line from the left (stage to your back).

General Participant Information

1. A Few 'Top Tips' for Microsoft Power Point Presentations. As easy as ABC!

Attention to your audience. When giving a power-point presentation you will have an audience, a computer screen and a projected image to look at. The rules are: *always* look at your audience (you must engage them), *sometimes* look at the computer screen (to remind yourself what to say so you don't get lost in your presentation) and *occasionally* look at the projected image (just to point to a word or image to make a special point). Never stand with your back to the audience looking at the projected image and talking to the wall.

Balance of your talk. This should reflect your studies and your progress so far and the research process (short background, question, methods, progress/results, issues and implications). Remember that this is a research presentation not a presentation about your special subject. The audience wants to know about your *research*.

Clarity of your slides. Keep the slides simple and clear. Use just a few lines, bullet points and only a few words in each line of text. Never let your text go below 20pt font size. Avoid the Microsoft design templates supplied with power point ('Dad's Tie' is a favourite and always makes people groan!). Use the EANS template instead. Avoid animation. It irritates and distracts people, gets in the way of your message and can often go wrong. Get spellings checked. Even native English speakers struggle with the differences between practice/practise, advice/advise. Is it 'older persons', 'older people' or 'the elderly'? Ask someone who knows (the correct term is actually 'older people'). Be careful with using commas or full stops in numbers (1,3 or 1.3?). And finally, *practice, practice, practice*.

2. Preparing a Good Poster - What is a good poster?

The ideal poster is designed to provide a brief overview of your work, initiate discussion, attract attention, give you something useful to point to as you discuss your work, stand alone when you're not there to provide an explanation and let people know of your particular interest. A good poster should pay attention to layout, content, handouts and a range of other factors. A poster should be in PORTRAIT format no larger than 1200 in height and 750 mm in width. A few hundred words is generally more than enough text.

Layout of the poster
Does the layout of the poster make it easy to read and understand?
- how '*appealing*' and '*striking*' the poster is: if the poster '*draws you into it*' and makes you interested in it
- do not use too many colours
- the number of words (too many, too few?),
- the size of the font (can anyone read it or do you need to get really close?)
- diagrams/tables/figures (do they make the poster clear or are they irritating and unnecessary?)

Content of the poster

Does the content of the poster get the message across to the audience?

- the structure (is it logical, e.g. background, research question, method, sample, measures, results, implications, references?)
- the content (is it methodologically correct, are results presented accurately, does the method answer the question?)
- the authority (are references broad, in depth and up to date?)

Handouts

Are handouts given and if handouts are given, how clear are they?

- a handout can give more detail than the poster or can be a short abstract, it does not have to be just a copy of the poster

Other factors

- Does the poster include contact details of the presenter, the names of their collaborators or supervisors and their institution? Does the presenter have business cards (or equivalent) to hand out?

Section D

References

Background and Nursing (* new for 2014)

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