

*The European Academy of Nursing Science in collaboration with  
The Universities of York, Maastricht, Dublin City and Turku*  
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# European Academy of Nursing Science

## Summer School for Doctoral Studies Turku 2009

### Handbook for Participants



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and Training Courses <http://europa.eu.int/mariecurie-actions>.  
ASCEND: Contract number MSCF-CT-2005 - 029164.



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## Introduction

We are delighted to be able to welcome you to 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** gives an overview of the EANS summer school.
- Section B** describes the EANS summer school curriculum in detail
- Section C** informs you about the preparation work you must do before the EANS summer school
- Section D** outlines the timetables
- Section E** contains instructions for completing the European Commission online evaluation questionnaire



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## Section A

# Overview of the EANS Summer School



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## **The European Academy of Nursing Science**

The European Academy of Nursing Science (EANS) is 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 purpose of the Academy is to sustain a forum of European nurse scientists to develop and promote knowledge in nursing science and to recognise research and scholarly achievement.

The Academy links individual nurse scientists from University Departments of Nursing across Europe in which there are active doctoral programmes. It provides a forum for established and developing nurse researchers to meet, network and develop a European perspective to their work.

Established nurse researchers may become Fellows of the Academy. Fellows are individual nurses who have made significant contributions to the advancement of nursing science in Europe through scholarship and research.

Developing nurse researchers may become Scholars of the Academy. Scholars are individual nurses who are starting out on a career dedicated to the advancement of nursing science in Europe through scholarship and research. Potential Scholars will not yet have achieved the same breadth and depth of achievement in publications or grant funded research of Fellows.

In the case of both Fellows and Scholars, the term 'nurse' is used as shorthand to include the broad spectrum of professional qualifications such as nursing, mental health nursing, midwifery, health visiting, community and family nursing.

Details of how to apply to become a Fellow or a Scholar are available on the academy's website: [www.european-academy-of-nursing-science.com](http://www.european-academy-of-nursing-science.com)



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## **The EANS Summer School for Doctoral Studies**

The summer schools were established in 1999 to encourage nursing students undertaking PhD study to add a European dimension to their research and to receive advanced research training. Until 2005, the summer schools were self-financed. However, EANS has now been awarded a grant from the European Union Marie Curie Conferences and Training Courses scheme to cover summer schools in 2006-2009. This grant provides a contribution to the costs of participants and organisers. Details of financial contributions available are detailed in a separate communication from the course organisers.

### **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 arranged into four themes which stress the multidisciplinary nature of health care research, the unique perspective of research in nursing, the diversity of relevant research methods, a European focus on culture and the bio-psycho-social determinants of health.

Theme A - Researching Health and Nursing in Europe

Theme B - Developing Concepts for Researching Nursing

Theme C - Research Methods

Theme D - Developing a Research Career



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### Organisation of the EANS Summer School

The EANS summer school is a three year programme. Each year, the summer school will be hosted by a different European University. 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 which details the European dimension of their work. This certificate is recognised by the European Academy of Nursing Science in applications to become a Scholar of EANS.

Summer school participants will take part in educational activities which address the four curriculum themes through learning opportunities such as workshops, seminars, participant presentations and discussion groups. The course consists of 120 hours of study in total.

- **Year one** is a two week programme of 60 hours of study
- **Year two** is a one week programme of 30 hours of study
- **Year three** is a one week programme of 30 hours of study

Although the balance of themes is similar in years one and two, the emphasis concentrates on theme D in year three in preparation for participants' completion of their doctoral studies and their move into the post-doctoral period.

**Note:** Some Universities also recognise attendance at the summer schools as a contribution towards credits required for participants' doctoral degrees. However, 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.



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### **Shared Workshops: making the right choices**

Although most of the time you will be attending seminars, workshops and presentations in summer school year groups, some activities are shared with participants from other years.

The summer school curriculum is a three year course. Some workshops run each year with the same content. However, when this happens, there will also be a choice of at least three topics. You must ensure you chose a different topic in years one, two and three. If you do this you will ensure you experience as many different topics as possible.



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## Section B

# The EANS Summer School Curriculum in Detail



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## **The Summer School Curriculum in Detail**

### **Theme A - Researching Health and Nursing in Europe**

This topic describes and critiques the societal factors which determine the scientific, demographic and societal contexts of nursing and research in Europe. The context of nursing research from a European perspective is explored. For example, in this topic the epidemiology of chronic diseases and their management, genetics, the cultural influence of multiethnic populations, inequalities in health, health promotion and disease prevention, biotechnologies, health policy and the funding, organisation and delivery of health care services are all discussed. The impact of these factors on health and the influence they have on conducting health services and nursing research are debated throughout this topic. Most importantly, the value of cross-European and inter-disciplinary collaborations for nursing research is presented. Learning outcomes for this theme are listed below.

- A1** Demonstrate knowledge and critical awareness of the epidemiology of chronic diseases and their management.
- A2** Analyse the implications of European and national health policy, funding, organisation and delivery of health care services for research and delivery of nursing.
- A3** Recognise the cultural influence of multiethnic populations in Europe and the impact of diversity, culture, gender and class on health inequalities.
- A4** Demonstrate understanding and critical awareness of concepts such as health promotion and disease prevention and their importance for nursing and health care research.
- A5** Critically evaluate the place of nursing as part of an interdisciplinary health services research endeavour, using examples including the impact of genetics, biotechnologies and other new technologies on health and nursing.
- A6** Demonstrate skills in working collaboratively with peer representatives from across the European Research Area.



## **The Summer School Curriculum in Detail, continued**

### **Theme B - Developing Concepts for Researching Nursing**

This topic explores some key theoretical concepts in researching health and nursing. It extends the theoretical understanding of specific concepts deriving from the changing scientific, demographic and societal contexts of nursing and research in Europe introduced in topic A. For example, these include quality of life, self-care, hope, caring and coping. Debates about the importance of theoretical concepts such as 'evidenced based practice', what this means for nursing and what this means for research are held. The interaction between concepts, theory and method is stressed at all times. This topic also covers research ethics, particularly sessions on the legal and ethical requirements for the conduct of human subjects research in Europe. Learning outcomes for this theme are listed below.

- B1** Demonstrate knowledge and critical awareness of the key concept of quality of life, contrasting this with traditional concepts such as morbidity and mortality.
- B2** Critically evaluate the strengths and weaknesses of patient self-care in relation to promoting coping and hope for the management of long-term conditions.
- B3** Analyse the traditional nursing value of caring and its place in modern, increasingly diverse and highly technical nursing practice.
- B4** Compare and contrast the value base and impact of concepts such as 'evidenced based practice' with those related to traditional nursing care.
- B5** Evaluate the implications of rigorous research ethics on research in nursing and health, particularly on the legal and ethical requirements for the conduct of human subjects research in Europe.
- B6** Demonstrate knowledge and critical awareness of the interaction between concepts, theory and method in research into nursing and health.



## **The Summer School Curriculum in Detail, continued**

### **Theme C - Research Methods**

This topic explores a wide range of research methods used for investigating nursing and health. Within a broad framework of qualitative and quantitative research paradigms, different methods are discussed and the way these are translated into research designs in terms of investigating nursing issues. Examples include: the usefulness of research techniques such as focus groups and individual interviews for phenomenological or grounded theory based studies; longitudinal and cross sectional approaches to epidemiology; bias in pragmatic, randomised and exploratory trial designs; systematic reviews as the basis for evidence based health care. These and other methodological topics are explored from both theoretical and practical perspectives as are alternative research approaches such as action research and critical realism. Learning outcomes for this theme are listed below.

- C1** Demonstrate knowledge and critical awareness of the wide range of individual, pluralistic and triangulated methodological options available for research into nursing and health.
- C2** Critically analyse the implications of choosing research methods for the design and conduct of research studies.
- C3** Analyse the strengths and weaknesses of qualitative techniques such as focus groups and individual interviews for phenomenological or grounded theory based studies.
- C4** Analyse the strengths and weaknesses of quantitative techniques including longitudinal and cross sectional epidemiology, pragmatic, randomised and exploratory trial designs.
- C5** Evaluate the use of systematic reviews as the basis for evidence based nursing care.
- C6** Critically evaluate the strengths and weaknesses of alternative research approaches such as action research, critical realism and practice-based evidence.



## **The Summer School Curriculum in Detail, continued**

### **Theme D - Developing a Research Career**

This topic addresses many of the practical issues to be faced during a research career. Both theoretical understandings and practical skills are concentrated on in such transferable areas as making presentations, project management, multidisciplinary team working, writing funding proposals, serving on grant evaluation boards, disseminating research, writing research reports for different audiences, integrating research findings into clinical practice and teaching. Learning outcomes for this theme are listed below.

- D1** Demonstrate skills in making presentations via poster and lecture-based media to audiences of peers and senior researchers.
- D2** Critically evaluate project management processes for research in nursing and health.
- D3** 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.
- D4** Recognise and begin to develop the skills required for writing funding proposals and peer reviewing such proposals on grant evaluation boards.
- D5** Analyse the strengths and weaknesses of varied methods for disseminating the results of nursing and health care research into education, clinical practice and policy.
- D6** Demonstrate knowledge and critical awareness of the essential dissemination skills for communicating research results to audiences of consumers, practitioners and researchers.



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## Section C

# Preparatory Work before the EANS Summer School



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## **Preparatory Work before the Summer School**

### **Introduction**

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 the form of a poster for the first year, a Microsoft power point or acetate presentation during your second year and a final poster during the third year. In the first year, you are also required to do a short Microsoft power point or acetate presentation about your own country and its health care system, in collaboration with any other participants from your country who are also attending 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/acetates). 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, course leaders will be very strict with timing.

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. Feedback and advice will be given by course leaders and other participants.

**You must complete this preparatory work before you attend the summer school. Ensure you bring it with you!**



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## **EANS Summer School Year 1**

If you are in the first year of the summer school you must produce:

- A poster presentation of your doctoral studies
- A presentation about your country and its health care system

### **Poster**

You must produce a poster to introduce your work and your doctoral studies. The poster should refer to the background, rationale and potential impact of your study. It should include the aims or hypothesis of your study, including a section on your proposed methods and if appropriate any preliminary results. Some guidance is available on pages 18-19 of this handbook.

You will be expected to verbally present your poster for ten minutes and answer questions from course leaders and other participants for a maximum of ten minutes. The posters will remain also displayed during the summer school. You will be given feedback on your poster and your presentation.

### **Presentation**

You must prepare a talk on your country and its health care system. The talk should use Microsoft power point which will be available to use at the summer school. If you have difficulty accessing Microsoft power point in your home country you may prepare acetate slides and bring them with you instead. You will only be allowed to use a **maximum of FIVE** Microsoft power point slides or acetates. Some guidance on the preparation of Microsoft power point slides or acetates is available on page 20 of this handbook.

You should work together on your talk with any other participants from your own country who are also at the summer school first year. You should prepare the talk together and contact them before you do any work on your presentation. You will be expected to deliver your talk in ten minutes and answer questions from course leaders and other participants for a maximum of five minutes. **If using Microsoft power point, please save and bring your presentation on CDROM or USB memory stick.**



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## EANS Summer School Year 2

If you are in the second year of the summer school you must produce:

- A presentation talk about the progress of your doctoral studies

### **Presentation**

You must produce a talk on the progress of your research and doctoral studies. The talk should use Microsoft power point which will be available to use at the summer school. If you have difficulty accessing Microsoft power point in your home country you may prepare acetate slides and bring them with you instead. You will only be allowed to use a **maximum of FIVE** Microsoft power point slides or acetates.

The talk should refer to the background, rationale and potential impact of your study. It should include the aims or hypothesis of your study, including a section on your proposed methods and if appropriate any preliminary results. You **MUST** justify your approach in terms of reliability and validity of **methods, measures and analyses**. Some guidance on the preparation of Microsoft power point slides or acetates is available on page 20 of this handbook.

You will be expected to deliver your talk in ten minutes and answer questions from course leaders and other participants for a maximum of five minutes.

You can use this session to seek advice on particular methodological issues in your studies. Preparing for this session is good practice on how to present information clearly and simply. You will receive general group feedback on the best aspects of the presentations and advice on how to improve this manner of giving information.

**If using Microsoft power point, please save and bring your presentation on CDROM or USB memory stick.**



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### **EANS Summer School Year 3**

If you are in the third year of the summer school you must produce:

- A poster presentation of your doctoral studies

#### **Poster**

You must produce a poster to describe your work and your doctoral studies. This poster should present the latest aspects of your study including any results. Posters will be displayed as a 'mini poster conference' during the summer school.

The mini poster conference will be in the form of a 'poster session', common in many conferences. The mini conference will be divided into three separate two-hour sessions (12 posters per session). You will have to stand beside your poster, describe your study briefly and answer questions from your non-presenting year group peers for 60 minutes as they visit all the posters displayed. After 60 minutes, non-presenting participants will withdraw. For the last 60 minutes, participants who are presenting will have an opportunity to go around the posters as a small group and review them, taking turns to present to the group.

During the conference, all participants will be given a rating scale with which to rate the posters. Course leaders will collate the scores and the person who has the best combined score will receive a **prize** at the summer school formal dinner.

Some guidance on the preparation of posters is available on pages 18-19 of this handbook.



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## Preparing a Good Poster

The poster boards are 88 cm wide and 118 cm high. We provide pins for hanging posters. Please hang up your poster on the first day of your course and remove it at the end of the summer school.

### 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 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?)



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### **Handouts and/or Business cards**

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?

If you are not familiar with designing a poster, there are several useful web-pages for your help. Look at the following web pages for advice:

<http://sphcm.washington.edu/practicum/ppposter.asp>

<http://www.swarthmore.edu/NatSci/cpurrin1/posteradvice.htm>

<http://www.the-aps.org/careers/careers1/GradProf/gposter.htm>



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## **A Few 'Top Tips' for Microsoft Power Point And Acetate Presentations.**

### **As easy as ABC!**

**Attention** to your audience. When giving a power-point or acetate 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 your University or departmental template instead. Yellow and white text on blue backgrounds is a very good colour scheme. 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.**



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# Section D

# Timetables



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## Section E

# Instructions for completing the European Commission online Evaluation Questionnaire



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### **The Online Evaluation Questionnaire**

The European Union have provided generous funding to support the organisation and participants on the EANS summer school for doctoral studies. They ask that participants fill in an online questionnaire to rate their views of the summer school. This questionnaire is confidential and your individual ratings will not be seen by the summer school organisers.

### **Instructions**

Go to the evaluation website: <https://webgate.ec.europa.eu/sesam/index.do>

- Click on 'Questionnaires' on the left of the home page.
- Fill in the details requested.
  - The instrument is: MCA-Marie Curie Actions
  - The project type is: SCF-Series of Events
  - The questionnaire type is: Conference Assessment Questionnaire
- Click 'Edit Questionnaire'
- In 'Project ID' enter: **029164**
- Click 'Validate'

Now follow the instructions and complete the questionnaire.

**Note:** when the questionnaire asks you for your 'contribution to the event' please click on 'other'

**Please make sure you complete this questionnaire  
at the end of the summer school**



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