Appendix I
Informed Consent

Title of Study: Thriving despite adversity: Ugandan community nurses' experiences

Background and Purpose of study:
You have been invited to participate in a study whose main purpose is to understand the experiences of community health nurses who succeed despite adversity in Uganda. The study is being conducted by researchers from the University of Bergen, Norway. We hope that this study will provide vital information on community health nursing practice. Uganda and other governments around the world are trying to build and retain a workforce that will enable them promote and attain population health. The experiences gathered from thriving community nurses in Uganda might be useful to other nurses and health professionals who struggle to deal with work related adversities. Information gathered might help the Ugandan government and the international community in dealing with the human resources for health challenge as these experiences might be useful for the improvement of wellbeing of other nurses and health workers in a bid to build a strong primary health care workforce.

Procedures:
We will obtain information from you in form of an interview. During the interview, the researcher will take notes and the interview will be audio recorded.

Risks:
This study is focussing on success stories therefore, it is hoped that the information you reveal might not necessarily be damaging. However if you at anytime feel uncomfortable about the information you reveal, you are free to let the researcher know. The researcher will not reveal anything you do not want to reveal or anything that the researcher feels is sensitive.

Benefits:
Results of the study might be useful to other nurses and health professionals who struggle to deal with work related adversities. Information gathered might help the Ugandan government and the international community in dealing with the human resources for health challenge as these experiences might be useful for the improvement of wellbeing of other nurses and health workers in a bid to build a strong primary health care workforce.

Confidentiality:
Your name and that of the study site, and all the information you provide to us will be kept confidential and used for this study only. The study’s findings may be published in peer review journals or presented at conferences; however, your identity will not be revealed.

Voluntary Participation:
Your participation is voluntary. After the study’s purpose is explained to you and all your questions answered, you can join the study but will be free to withdraw at anytime. If you decide to join the study, you will sign an informed consent form.

Persons to contact
If you have questions or concerns about this study concerning this study you can contact

Pauline Bakibinga: +256 752 662678 or paulabak80@yahoo.com or
Pauline.Bakibinga@student.uib.no

Associate Professor Hege F. Vinje  Hege.F.Vinje@hive.no
Approval of Study:
This study has been approved by:
The Institutional Review Research Board of the University of Bergen
The Norwegian Social Science Data Services
The Regional Committee for Research Ethics in Norway
Uganda National Council of Science and Technology

CONSENT
I am fully informed about the study and the potential risks and benefits of it. My concerns about the study have been satisfactorily answered.
I consent voluntarily to participate in the study and understand that I have the right to withdraw from the study at any time.
Name of participant: ___________________________________
Signature
Date: _____/_____/_____
Name of Researcher: __________________________
Signature: __________________________
Date: _____/_____/_____

Appendix II
Thematic interview guide with suggestions to questions

Thriving despite adversity: Ugandan community nurses' experience

General information
Age
Working experience in years

Work life stories

Can you tell your ‘work life story’?
What was it that made you choose to study nursing?
What was it that made you choose to work in the field (fields) that you do?
If you changed field, could you describe what made you choose a different field to work?
If you have gone for further studies, could you please describe what made you opt to study more or retrain?

Zest for work

What is a good working life for you?
Could you describe situations where you have experienced zest for work?
Can you describe how you feel in mind and body when you experience zest for work?
Could you describe zest for work? – What characterizes it for you?
How do you know that it is zest for work?

Calling

What is it that drives you? What are you passionate about?
What has pulled you to your current (or earlier) working position?
Do you feel that you are in the right place? – How do you know? Could you please describe how it feels?
What is keeping you in your working situation?
If you have been in a crossroad in relation to work – what was the nature of the crossroad experience? How did you feel? How did you manage too deal with it? Could you describe as detailed as possible what has pulled you in the one direction or another?
Why did you opt for that choice?

Vitality

Could you describe concrete situations where you have experienced having a lot of vitality – lot of energy?
Do you have examples of the opposite?
What in your opinion characterizes vitality?
Can you describe how you feel in mind and body when your work is full of energy?
What triggers such energy in you?

Values and meaningfulness

Of what importance to you is it that your work feels meaningful?
What values are important to you that your work gives you the opportunity to realise?
What is the overall goal of your work you see it?
How would you describe your overall understanding about what life is and what it is like to be human?
What in your view is the purpose of life?

**Self-care**

Could you describe how you care for yourself physically, mentally, socially and spiritually?
What resources do you draw upon to care for yourself? - Family, friends, financial or others?
How easily can you access these resources when you need them?
How would you describe stressful work conditions for yourself? How do you deal with work related stressful events?
What do you think is the relationship between taking care of yourself and caring for others?

**Coping/Resilience preparation or training**

From where and how did you learn to deal with your work-life situation?

*Training institution*
Do you feel that you were prepared for nursing practice?
If so, could you please describe how you were prepared for nursing practice?
-Training on coping, leadership and assertiveness, professional identity building-who am I as a nurse?
Is there something that you have learned that you feel should have been taught or told to you while at school? If so, why do you feel it’s important?

*Workplace*
Do you feel that your workplace environment enables you to cope with work-related stressors?
Could you please describe ways in which this is, or not, so?
Are there opportunities for training on coping, sharing with others, teamwork (shared decision-making)?
Have you learned to cope with work related stressors from anyone at your work place or other professional-role model? Could you please describe in what ways have you learned to do so?
If not, is there anything you feel could enable you to cope better with your work situation?

**Holistic communication**

Describe concrete situations?
Do you have any examples?
Could you elaborate?
What do you think about this?
What feelings does it give you?
I see you are affected – would you describe what is happening?

Suggestion to understanding?

Anything you want to add?
Anything you want to elaborate on?
Anything I have forgotten?
Anything you are wondering about?
KVITTERING PÅ MELDING OM BEHANDLING AV PERSONOPPLYSNINGER

Vi viser til melding om behandling av personopplysninger, mottatt 20.05.2009. Meldingen gjelder prosjektet:

22046
Behandlingsansvarlig
Maurice Mittelmark

Utenfor ansvarlig
Pauline Bakibinga

Personvernombudet har vurdert prosjektet og finner at behandlingen av personopplysninger er meldepliktig i henhold til personopplysningsloven § 31. Behandlingen tilfredsstiller kravene i personopplysningsloven.

Personvernombudets vurdering forutsetter at prosjektet gjennomføres i tråd med opplysningene gitt i meldeskjemaet, korrespondanse med ombudet, eventuelle kommentarer samt personopplysningsloven/-helseregisterloven med forskrifter. Behandlingen av personopplysninger kan settes i gang.


Personvernombudet vil ved prosjektets avslutning, 31.08.2012, rette en henvendelse angående status for behandlingen av personopplysninger.

Vennlig hilsen

Ingvild Bergan Hordvik

Kontaktperson: Ingvild Bergan Hordvik tlf: 55 58 32 32
Vedlegg: Prosjektvurdering
Kopi: Pauline Bakibinga, Fantoftv. 14 E, 5075 BERGEN
Personvernombudet for forskning

Prosjektvurdering - Kommentar

Personvernombudet (The Ombudsman for Privacy in Research) finds that the project can be performed as described by the researcher. The assessment is based on the following:

Information about the project will be given in written form to the participants. The Ombudsman finds the letter of information satisfactory, attending to the participants’ rights, given that respondents are informed also about the total duration of the project, and what will happen to the data beyond this point (the data will be made anonymous). The respondents will be giving written consent in order to participate.

The Ombudsman finds that the processing of personal data can be carried out pursuant to The Norwegian Personal Data Act section 8 (consent).

When the project is over (August 31st 2012), all direct and indirect personal data will be made anonymous (destroyed or paraphrased).
Dear Ms. Bakibinga,

RE: RESEARCH PROJECT, "THRIVING DESPITE ADVERSITY: UGANDAN COMMUNITY NURSES' EXPERIENCES"

This is to inform you that the Uganda National Council for Science and Technology (UNCST) approved the above research proposal on December 01, 2009. The approval will expire on December 01, 2010. If it is necessary to continue with the research beyond the expiry date, a request for continuation should be made in writing to the Executive Secretary, UNCST.

Any problems of a serious nature related to the execution of your research project should be brought to the attention of the UNCST, and any changes to the research protocol should not be implemented without UNCST’s approval except when necessary to eliminate apparent immediate hazards to the research participant(s).

This letter also serves as proof of UNCST approval and as a reminder for you to submit to UNCST timely progress reports and a final report on completion of the research project.

Yours sincerely,

Leah Nawegulu
for: Executive Secretary
UGANDA NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY
Appendix V

Ebibuuzo n’endagiriro eby’okugoberera

Obukulu mu myaka
Ebbanga lyomazze ng’okola (mu myaka)

1. Ebikwatagana n’emirimu:

- Osobola okumbulira ebikwata kubanga lyomazze ng’okola?
  - Kiki ekyakuletera okusalawo okukuguka mu busawo?
  - Kiki ekyakuletera okusalawo okukola mu kifo kino?
  - Bwoba wakyuusa, osobola okumbulira ekyakukola okukyusa n’okudda mu kifo ky’olimu kati?
  - Bwooba nga waddayo okukuguka, osobola okumbulira ekyakukola oddeyo okusoma?

2. Amaanyi n’essanyu mu mirimu gyo:

- Mbeera ki ekuwa emirembe, essanyu n’obulamu obweyagaza nga oliku mirimu gyo?
- Osobola okumbulira embeera z’owuliramu amaanyi, emirembe n’essanyu nga oliku mirimu gyo?
- Mbeera ki mwotela okuwulira essanyu n’amaanyi mu mirimu gyo?
  Mu mbeera ezo, wewulira otya mu mwoyo n’emu mubiri?
- Omanyira kuki nti oli mu mbeera ey’amaanyi n’essanyu mu mirimu?

3. Okuyitibwa:

- Mukulabo kwo, kiki muli ekikuwa amaanyi okukola? Kiki kyosinga okwagala oba kyolaba nga kikuwa essanyu mu bulamu?
  - Kiki ekyakumye wano ku mulimu guno oba ku ddala lino?
  - Mukulaba okukwo, oli muki fo kituufu?
  - Olabira kuki oba omanyi otya? Osobola okunungamya ku ngeri gye kiri?
  - Kiki ekikukumye wano ku mulimu guno oba mu kifo kino?
  - Bwoba nga wali obadde ko musanganzira kubikwatagana ku mulimu-osobola okunungamya ku ki ekikusika okukola kye wasalawo okukola? Lwaki walonda kye wasalawo?

4. Amaanyi n’obulamu mu mirimu gyo:

Osobola okumbululira mu enfunda ez’enjawulo z’ewali obadde mu nga owulira amaanyi n’obulamu obwensuso mu mirimu gyo?
Olinyo embeera eziwakana ko kwezo?
Osobola okumbulira engeri gy’e wewulira mu mwoyo n’emumubiri nga emirimu gyo ogikwasa maanyi?
Kiki ekireeta amaanyi ago mu gwe?

5. Ebigendererwa n’ebolubirira:

Mukulaba kwo, lwaki emirimu gyo gya ndibadde nga girina okuba n’ekigendererwa?
Biki byolaba nga bikulu emirimu gyo gy’ebikusobozesa okutukiriza?
Mu byonna, kiki ekisinga okubeera ekilubiliro ky’emirimu gyo?
Munsi muno tulimu kukola ki?
Mukulaba kwo obulamu kyekki era kitegeeza ki okubeera omuntu munsi muno?

6. Okwelabirira:

Osobola okumbulira engeri gye welabirira mu mwoyo n’e mu mubiri?
Okozesza ki makukwelabirira? Mikwano? Ab’enju n’enganda zo? Ssente?
Bwoba wetaaga obuyambi okusobola owelabirira, obufuna mu bwangu ki?
Mbeera ki ku mulimu ezikugyako essanyu n’emirembe?
Osobola otya okutereza embeera zino zilyoke zidde mu nteeko?
Mukulaba kwo, olaba nga okwelabirira n’okulabilira abalala bikwatagana oba nedda?

7. Okuguma n’obuvumu:

Wayigira wa era wayiga otya okugumira embeera yo ku mulimu?
_Ttendekero_
Olaba nga wa tegekebwa okusobola olukola emirimu gyo egy’obusawo?
Osobola okumbulira mu ngeri ki gye wa ttendekeba mu? Okugumira embeera?
Obukulembeze? Kiki kyendi nga omujanjabi oba omusawo?
Olina kyooyize nga olaba nti wandibadde nga wakiyigira mussomero? Lwaki olaba nga kikulu?
_Ekifo wokolera_
Mukulaba kwo, ekifo kino kyololera mu olaba nga kiku sobozesa okugumira ebizibu ebikwatagana n’emirimu gyo?
Osobola okumbulira mu ngeri ki oba nedda?
Mulina emisomo egikwata ku kugumira embeera y’ensi n’emirimu, okuteesa n’okuyigira ku bano ku mulimu?
Olina omuntu ku mulimu gwoyigidde ko okugumira ebizibu byokumirimu? Osobola okumbulira mu ngeri ki?
Oba nedda, olina yo engeri yonna gyo laba nga yandi kuyambye okuggumira n’okufuna obumalirivu ku mulimu?

Endagiriro y’okwekenenya:

Olina yo ebyokulabirako?
Osobola okunambululira mu?
Kiki kyo lowooza ku kino?
Kino kikuwa birowoozo ki?
Ndaba nga kikukyusiza mu mbeera, osobola okumbulira ekgienda mu maaso?
Waliwo kyooyagala okwengerako?
Waliwo kyooyagala okunambululira?
Waliwo kyenerabidde?
Olina kye webuua ko?
Appendix VI

Examples of meaning units, condensed meaning units, sub-themes and themes from content analysis of interviews about 'calling'

<table>
<thead>
<tr>
<th>Meaning unit</th>
<th>Condensed meaning unit- description close to the text</th>
<th>Condensed meaning unit- interpretation of the underlying meaning</th>
<th>Sub-theme</th>
<th>Theme</th>
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<tr>
<td>From when I was little, I admired nurses. Seeing them in their uniforms with white caps, I thought that they were so smart. I just admired their smartness. My mother, having realised my interest encouraged me daily. She helped me prepare for this career. She routinely told me that nurses help needy people and had to act fast and efficiently. I learned to appreciate nursing from her. I also helped to look after my younger sisters and brothers. It was good training. I have always known this is what I want to do’</td>
<td>Her admiration for nurses was driving force in choosing nursing and her mother helped her to prepare</td>
<td>Guided decision making</td>
<td>Called to serve</td>
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<td>'I was encouraged by my parents as they said nursing, as a profession in comparison to others could always offer me a job. I also like helping people. As a child, I babysat my five younger siblings. Therefore, as a choice, it was not so hard. ‘I wanted a medical profession from when I was little. I saw it as noble because they provide a vital service to communities.</td>
<td>Her parents helped her to choose nursing-an opportunity to help others and looking after her siblings helped her appreciate her role in helping others</td>
<td>Need for preparation (training)</td>
<td>Guided decision making</td>
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<td>'I wanted a medical profession from when I was little. I saw it as noble because they provide a vital service to communities.</td>
<td>She was assured of what she wanted to do early in life</td>
<td>Fulfilling childhood dreams</td>
<td>Guided decision making</td>
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<td>I think it is a call from God because I really like to serve. For me, it just felt like the most natural thing for me to do. I like helping people in need</td>
<td>Nursing as a choice was an obvious choice-a call to serve God</td>
<td>Listening to a higher call-beyond the self; God, need to meet others' needs</td>
<td>Guided decision making</td>
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<tr>
<td>1980</td>
<td>Allen, H.M., Dr. philos.</td>
<td>Parent-offspring interactions in willow grouse (Lagopus L. Lagopus).</td>
<td></td>
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<td>1981</td>
<td>Myhrer, T., Dr. philos.</td>
<td>Behavioral Studies after selective disruption of hippocampal inputs in albino rats.</td>
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<td>1982</td>
<td>Svebak, S., Dr. philos.</td>
<td>The significance of motivation for task-induced tonic physiological changes.</td>
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<td>1983</td>
<td>Myhre, G., Dr. philos.</td>
<td>The Biopsychology of behavior in captive Willow ptarmigan.</td>
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<td>1983</td>
<td>Eide, R., Dr. philos.</td>
<td>PSYCHOSOCIAL FACTORS AND INDICES OF HEALTH RISKS. The relationship of psychosocial conditions to subjective complaints, arterial blood pressure, serum cholesterol, serum triglycerides and urinary catecholamines in middle aged populations in Western Norway.</td>
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<td>1983</td>
<td>Værnes, R.J., Dr. philos.</td>
<td>Neuropsychological effects of diving.</td>
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<td>1984</td>
<td>Kolstad, A., Dr. philos.</td>
<td>Til diskusjonen om sammenhengen mellom sosiale forhold og psykiske strukturer. En epidemiologisk undersøkelse blant barn og unge.</td>
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<td>1984</td>
<td>Løberg, T., Dr. philos.</td>
<td>Neuropsychological assessment in alcohol dependence.</td>
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<td>1985</td>
<td>Hellesnes, T., Dr. philos.</td>
<td>Læring og problemløsning. En studie av den perceptuelle analysens betydning for verbal læring.</td>
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<td>1985</td>
<td>Håland, W., Dr. philos.</td>
<td>Psykoterapi: relasjon, utviklingsprosess og effekt.</td>
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<td>1986</td>
<td>Hagtvet, K.A., Dr. philos.</td>
<td>The construct of test anxiety: Conceptual and methodological issues.</td>
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<td>1986</td>
<td>Jellestad, F.K., Dr. philos.</td>
<td>Effects of neuron specific amygdala lesions on fear-motivated behavior in rats.</td>
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<td>1987</td>
<td>Underlid, K., Dr. philos.</td>
<td>Arbeidsløyse i psykososialt perspektiv.</td>
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<td>1987</td>
<td>Laberg, J.C., Dr. philos.</td>
<td>Expectancy and classical conditioning in alcoholics' craving.</td>
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<td>1987</td>
<td>Vollmer, F.C., Dr. philos.</td>
<td>Essays on explanation in psychology.</td>
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<td>1987</td>
<td>Ellertsen, B., Dr. philos.</td>
<td>Migraine and tension headache: Psychophysiology, personality and therapy.</td>
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<td>1988</td>
<td>Kaufmann, A., Dr. philos.</td>
<td>Antisocial atferd hos ungdom. En studie av psykologiske determinanter.</td>
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Mykletun, R.J., Dr. philos.  Teacher stress: personality, work-load and health.

Havik, O.E., Dr. philos.  After the myocardial infarction: A medical and psychological study with special emphasis on perceived illness.

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Faleide, A.O., Dr. philos.  Asthma and allergy in childhood. Psychosocial and psychotherapeutic problems.

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Lie, Gro Therese, Dr. psychol. The disease that dares not speak its name: Studies on factors of importance for coping with HIV/AIDS in Northern Tanzania

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Dundas, Ingrid, Dr. psychol.  Functional and dysfunctional closeness. Family interaction and children’s adjustment.

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Fekadu, Zelalem W., Dr. philos.  Predicting contraceptive use and intention among a sample of adolescent girls. An application of the theory of planned behaviour in Ethiopian context.

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Kallestad, Jan Helge, Dr. philos. Teachers, schools and implementation of the Olweus Bullying Prevention Program.
H Ofte, Sonja Helgesen, Dr. psychol. Right-left discrimination in adults and children.
Netland, Marit, Dr. psychol. Exposure to political violence. The need to estimate our estimations.
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Sprugevica, Ieva, Dr. philos. The impact of enabling skills on early reading acquisition.
Gabrielsen, Egil, Dr. philos. LESE FOR LIVET. Lesekompetansen i den norske voksenbefolkningen sett i lys av visjonen om en enhetsskole.

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Dyregrov, Kari, Dr. philos. The loss of child by suicide, SIDS, and accidents: Consequences, needs and provisions of help.
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<td>Hetland, Hilde, Dr.</td>
<td>Leading to the extraordinary? Antecedents and outcomes of</td>
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<td>Climates for creativity and innovation: Definitions, measurement,</td>
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<td>Evaluating principals<code> and teachers</code> implementation of Second Step.</td>
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Hillestad, Torgeir Martin, Dr. philos.
Normalitet og avvik. Forutsetninger for et objektivt psykopatologisk avviksbegrep. En psykologisk, sosial, erkjennelsesteoretisk og teorihistorisk framstilling.

Nordanger, Dag Øystein, Dr. psychol.
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Rimol, Lars Morten, PhD
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Matthiesen, Stig Berge, PhD
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Gramstad, Arne, PhD
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Mrumbi, Khalifa Maulid, PhD
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Janvin, Carmen Ani Cristea, PhD
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Braarud, Hanne Cecilie, Dr.psychol. Infant regulation of distress: A longitudinal study of transactions between mothers and infants

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Magnussen, Liv Heide, PhD Returning disability pensioners with back pain to work

Thuen, Elin Marie, Dr.philos. Learning environment, students’ coping styles and emotional and behavioural problems. A study of Norwegian secondary school students.

Solberg, Ole Asbjørn, PhD Peacekeeping warriors – A longitudinal study of Norwegian peacekeepers in Kosovo

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Søreide, Gunn Elisabeth, Dr.philos. Narrative construction of teacher identity

Svensen, Erling, PhD WORK & HEALTH. Cognitive Activation Theory of Stress applied in an organisational setting.

Øverland, Simon Nygaard, PhD Mental health and impairment in disability benefits. Studies applying linkages between health surveys and administrative registries.

Eichele, Tom, PhD Electrophysiological and Hemodynamic Correlates of Expectancy in Target Processing

Børhaug, Kjetil, Dr.philos. Oppseding til demokrati. Ein studie av politisk oppseding i norsk skule.

Eikeland, Thorleif, Dr.philos. Om å vokse opp på barnehjem og på sykehus. En undersøkelse av barnehjembarne opplevelser på barnehjem sammenhølde med sanatoriebarns beskrivelse av langvarige sykehusopphold – og et forsøk på forklaring.

Wadel, Carl Cato, Dr.philos. Medarbeidersamhandling og medarbeiderledelse i en lagbasert organisasjon

Vinje, Hege Forbech, PhD Thriving despite adversity: Job engagement and self-care among community nurses

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Breivik, Kyrre, Dr.psychol. The Adjustment of Children and Adolescents in Different Post-Divorce Family Structures. A Norwegian Study of Risks and Mechanisms.

Johnsen, Grethe E., PhD Memory impairment in patients with posttraumatic stress disorder

Sætrevik, Bjørn, PhD Cognitive Control in Auditory Processing

Carvalhosa, Susana Fonseca, PhD Prevention of bullying in schools: an ecological model

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Brønnick, Kolbjørn Selvåg Attentional dysfunction in dementia associated with Parkinson’s disease.
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Epidemiology of autism spectrum disorders

Haug, Ellen  
Multilevel correlates of physical activity in the school setting

Skjerve, Arvid  
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Kjønniksen, Lise  
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Gundersen, Hilde  
The effects of alcohol and expectancy on brain function

Omvik, Siri  
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Pathological gambling: prevalence, mechanisms and treatment outcome.

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Westrheim, Kariane  
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Wehling, Eike  
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Wangberg, Silje C.  
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Nielsen, Morten B.  
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MRI measures of brain volume and cortical complexity in clinical groups and during development.

Guribye, Eugene  
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Helleve, Ingrid  
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Skorpen, Aina  
Dagliglivet i en psykiatrisk institusjon: En analyse av miljøterapeutiske praksiser

Øye, Christine  
WORKAHOLISM – Antecedents and Outcomes

Andreassen, Cecilie Schou  
Being in the same boat: An empowerment intervention in breast cancer self-help groups

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Jónsdóttir, Guðrún  Dubito ergo sum? Ni jenter møter naturfaglig kunnskap.

Hove, Oddbjørn  Mental health disorders in adults with intellectual disabilities - Methods of assessment and prevalence of mental health disorders and problem behaviour

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Bjørkvik, Jofrid  God nok? Selvaktelse og interpersonal fungering hos pasienter innen psykisk helsevern: Forholdet til diagnoser, symptomer og behandlingsutbytte

Andersson, Martin  A study of attention control in children and elderly using a forced-attention dichotic listening paradigm


Ulvik, Marit  Lærerutdanning som dannings? Tre stemmer i diskusjonen

2010

Skår, Randi  Læringsprosesser i sykepleieres profesjonsutdeling. En studie av sykepleieres læringserfaringer.

Roald, Knut  Kvalitetsvurdering som organisasjonslæring mellom skole og skoleeigar


Danielsen, Anne Grete  Perceived psychosocial support, students’ self-reported academic initiative and perceived life satisfaction

Hysing, Mari  Mental health in children with chronic illness

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Holthe, Asle  Evaluating the implementation of the Norwegian guidelines for healthy school meals: A case study involving three secondary schools

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Bjørkelo, Brita  Whistleblowing at work: Antecedents and consequences

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