

Defining Scholarship for NP Faculty

2011 SYMPOSIUM

PRODUCED BY MEMBERS
OF

NONPF'S RESEARCH SIG

Four Presentations

1. What **IS** scholarship for NP faculty?
Josie A. Weiss, PhD, FNP-BC, FAANP
2. Faculty Practice and Scholarship
Kathryn Blair, PhD, FNP-BC, FAANP
3. New Faculty: tenure and promotion
Beverly Greenwald PhD, FNP-BC, NP-C
Susan Kelly-Weeder PhD, FNP-BC
4. Infrastructure to support research
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What IS Scholarship for Nurse Practitioners?

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NP Scholarship

- Essential for benefit of patients, providers & nation
- Role is important though different from nurse researchers
- Areas of NP Scholarship:
 - Research: to address issues related to clinical practice and patient care, community health, NP education, and NP history
 - Practice: innovations to improve care and care delivery for patients, families, and communities
 - Service: for patients and agencies within communities where NPs practice and/or teach

NP Scholarship

- NP Scholarship is Essential
 - Increasing needs for evidence in many areas
- Benefits of NP Research
 - Access to populations where research is needed and conducted
 - Opportunities for translational research
 - Important component of NP and DNP education

NP Scholarship

- Relevant Documents Influencing NP Scholarship
 - Discussion Paper: Doctor of Nursing Practice
 - Nurse Practitioners DNP Education, Certification and Titling: A Unified Statement
 - Essentials of Doctoral Education for Advanced Nursing Practice
 - NONPF Criteria for DNP Scholarly Projects in the Practice Doctorate Program

NP Scholarship

- Discussion Paper: Doctor of Nursing Practice (AANP)
 - Quality of preparation must not be compromised.
 - Additional requirements should reflect areas where evidence supports need for increased education
 - Skilled clinical practice must be maintained as the foundation of educational programs
 - Issues related to parity must be addressed
 - Programs based on agreed upon standards and guidelines.
 - Accreditation standards must be maintained
 - Programs should remain accessible and affordable

NP Scholarship

- Nurse Practitioners DNP Education, Certification and Titling: A Unified Statement
 - Educated to provide safe, high quality, cost-effective, coordinated, and comprehensive clinical care grounded in evidence-based practice.
 - Education builds on foundations of sciences, as well as art and science of nursing.
 - Knowledge across disciplines used to determine best evidence for provision of care.

NP Scholarship

- Nurse Practitioners DNP Education, Certification and Titling: A Unified Statement (cont.)
 - Educational programs prepare clinicians to provide a broad range of care. The DNP degree reflects current competencies & includes preparation for the changing health care system.
 - All health care professions draw on shared knowledge and learning opportunities; nurse practitioners have a distinct body of knowledge and unique competencies.

NP Scholarship

- Essentials of Doctoral Education for Advanced Nursing Practice
 - Essential III: Clinical Scholarship and Analytical Methods for Evidence-Based Practice (AACN)
- Graduates prepared to:
 - Use analytic methods to appraise information to implement best evidence for practice.
 - Evaluate outcomes of practice, practice patterns, and systems of care against national benchmarks to determine variances in practice outcomes and population trends.
 - Design, direct, and evaluate quality improvement methodologies to promote safe, timely, effective, efficient, equitable, and patient-centered care.

NP Scholarship

- Essential III: Clinical Scholarship and Analytical Methods for Evidence-Based Practice (AACN) (cont.)
 - Apply relevant findings to develop practice guidelines and improve practice and the practice environment.
 - Use information technology and research methods appropriately to:
 - Collect & analyze data to generate evidence for nursing practice
 - Inform and guide database design to generate evidence for practice
 - Design evidence-based interventions; predict and analyze outcomes
 - Examine patterns of behavior and outcomes
 - Identify gaps in evidence for practice

NP Scholarship

- Essential III: Clinical Scholarship and Analytical Methods for Evidence-Based Practice (AACN) (cont.)
 - Function as a practice specialist/consultant in collaborative knowledge-generating research.
 - Disseminate findings from evidence-based practice and research to improve healthcare outcomes

NP Scholarship

- **NONPF Criteria for Scholarly DNP Projects**
 - Related to advanced nursing practice & benefits a group, population or community rather than an individual patient.
 - Addresses identified needs.
 - Literature review suggests an evidence base
 - Innovation is adequate for others to use (essential components for success, cost, etc.)
 - Systematic approach used; data are collected using methods and tools that meet accepted standards.
 - Expected outcomes are defined and measured
 - Professional & public (peer review) dissemination expected

NP Scholarship

Where do we go from here?



NP Scholarship

- **More Research is Needed: IOM Report**
 - Key evidence gaps: research priorities identified for:
 - Transforming Nursing Practice
 - Transforming Nursing Education
 - Transforming Nursing Leadership

NP Scholarship

Nurse Practitioner Research Agenda Roundtable (6/10)

Purpose: create a research agenda related to NP role; prioritize critical research issues to guide research efforts for next 5 years; (All major NP organizations, relevant nursing organizations & other stakeholders represented)

- **Four Categories of Concern:**
 - Nurse Practitioner Policy and Regulation
 - Nurse Practitioner Workforce
 - Nurse Practitioner Practice
 - Nurse Practitioner Education

NP Scholarship

Top Priorities: Nurse Practitioner Policy and Regulation

- Impact of varying NP Regulatory Environment
- Impact of Policy-Guided Practice Models
- Engagement in Professional Activism

NP Scholarship

Top Priorities: Nurse Practitioner Workforce

- Comprehensive Description of the NP Workforce
- Policy and Regulatory Influences on the NP Workforce
- Educational Influences on the NP Workforce

NP Scholarship

Top Priorities: Nurse Practitioner Practice

- Comprehensive NP Practice Outcomes
- Common Elements of NP Practice
- Consumer Awareness

NP Scholarship

Top Priorities: Nurse Practitioner Education

- NP Program Variables
- NP Preparation Cost
- NP Program Participants—Student & Faculty

NP Scholarship

• Conclusions:

- NP Scholarship is more important than ever!
- NP related research is needed now more than ever.
- NP faculty (PhD and DNP) and students are called to conduct and utilize research to provide evidence to guide practice
- We have our “Marching Orders.” Who will respond to the call, and how?

- **Discussion:** What is the role of NONPF in guiding NP scholarship?

Faculty Practice and Scholarship

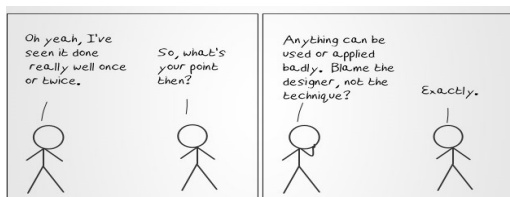
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Faculty practice

Making it work for Promotion and Tenure



Is it scholarship?
An old debate with new answers

Scholarship of Practice

- What it is not
 - Practice by itself does not equal scholarship
- What is it?
 - Scholarship of practice -> Scholarship of Application
 - It must be “applied”



Definition

- Application of knowledge
 - “New intellectual understandings can arise out of application...whether a medical diagnosis, serving clients in psychotherapy, shaping public policy, creating an architectural design, or working in public schools”

Boyer, E. (1990). *Scholarship Reconsidered: Priorities of the professoriate*. Princeton, NJ: The Carnegie Foundation for the Advancement of Teaching

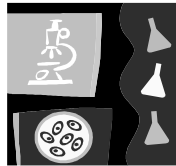
Key elements of Scholarship of Practice (Application)

- Clear goals
- Experience
- Correct methods
- Peer review
- Self reflection



Sounds like research

Right?



Scholarship of Practice (Application)



- Quality improvement
- Test models of care
- Application of national guidelines
- Testing new models of preceptor experience

Exemplars

Publications/presentations

- Evidence based practice
- Examples
 - Adult immunizations, Mammogram screenings, ACEIs in diabetics
 - Clinical practice article (Management of disease X)



Exemplars

Collaboration

- Clinical site pairing with institution of higher education
 - Development of new models of care
 - Development of new educational models
 - RWJF CITE program



Exemplars

Leadership roles

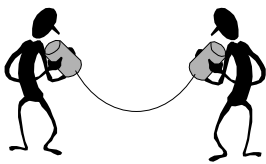
- DNP impact on practice
- Role of faculty practice and student outcomes
- Professional organizations
- Policy



“Practice is not scholarship until it generates, implements and/or disseminates research.”

-Boyer

Communicate and Negotiate



Bottom line

- Negotiate what practice means
 - Communicate how your practice is scholarship
- Remember → peer review & dissemination

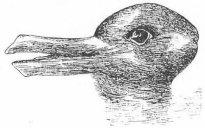
Bottom line

- Negotiate what practice means
 - Communicate how your practice is scholarship
- Remember: **peer review & dissemination**

Berry's World



© 1992 by NEA, Inc.
“He didn't publish, so he perished.”



Rabbit or duck ?

Emerging paradigm shift

“Participate or perish”

NP Faculty & Conducting Research: Overcoming Barriers

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Across disciplines, research and publication are primary criteria used in academic promotion and tenure decisions.

What does the research and publication criteria mean for Nurse Practitioner Faculty?

- NP faculty have clinical teaching and practice roles in addition to the service and scholarship roles.
- Opportunities which serve a dual-purpose help NP faculty meet multiple tenure and promotion criteria.

Strategy

- A focused theme in teaching, service, and research will be helpful with national and international recognition and success with grant applications.
- The focused theme also facilitates keeping up with the current literature and ideas for future research.
- Clinical scholarship is highly valued and can be used to combine the teaching, service, and scholarship components into a single effort

Tenure Track versus Non-Tenure Track and Clinical Track: Questions

- Is the position Tenure Track, Non-Tenure Track, or Clinical Track?
- What does the contract say about teaching, scholarship, and service percentages?
- Is the position 9- or 12- month?

Tenure & Promotion

- Know the Tenure and Promotion criteria for the Department and University
- The University requirements need to be met, in addition to the Department specific requirements.

Promotion & Tenure

- Can Faculty member move from one Track to another?
 - Tenure to Non-Tenure
 - Non-Tenure to Tenure
- If so, what rules apply?
 - Numbers of times a faculty can switch tracks
 - Time frame for switching tracks
- Degree requirements for Tenure Track may prohibit switching
 - Useful information is gleaned from Annual Evaluations & Mid-Tenure Review

Is Promotion Possible in a Non-Tenure Track?

- Clinical Track allows for promotion *without* Tenure.
- Clinical Scholarship is always highly valued for the Tenure-Track, Clinical Track, *and* Non-Tenure Track positions.

Common Mistakes of New NP Faculty

- Spending too much time preparing classes
- Constant revision of classes
- Too many guest lectures
- Volunteering for new courses
- Committees, Task Forces, Ad-hoc meetings
- Volunteering to “Chair”
- Everything except **Writing!**

Research Trajectory

- Be passionate for research subject
- Best questions arise from practice
- Build on your dissertation
- Consider how your question intersects with funding mechanisms strategic aims
- Consider a replication study, additional pilot work
- Explore available university resources

Role of Senior Faculty

- *Dean, Research Director, Chair*
- Access to department level “start-up” funds
- Support for travel to national conferences, memberships in SIGs
- Facilitate relationships with clinical partners, community agencies, campus health
- Assist in identification of research mentors

Role of Senior Faculty

- Identification of potential funding sources
- Consistent teaching assignments
- Allocation of Teaching Assistants and/or Research Assistants
- Arranging for release time to initiate research or write grant
- Reviewing manuscripts & grant applications

Faculty Mentoring & Peer Co-Mentoring

- Think Tank
- Peers Advancing Scholarship and Support (PASS)
- Colleagues Advancing Research (CERes)

Infrastructure to Support NP Research

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Objectives

- Describe how to assess if your institution has the appropriate infrastructure to support clinical research.
- Delineate 'pre-award' and 'post-award' administrative tasks that burden clinical researcher's optimal productivity.

Disclaimer

No information presented is meant to represent the views or positions of our employers or any other special interest organization.



Contextual Factors of Today's Research



- **Regulatory complexities have grown exponentially**

- Information continually being sent
 - Interpreting policies difficult
 - Excessive 'electronic portals' for all users



- **Competition Fierce**

- Budgets have been severely cut
- Institutions are challenged to meet their research mission

Why is Externally Funded Research Important?

Institutions

- University mission--- 'generate knowledge'
- Distinguishes the Institution (e.g., rankings)
- Important Revenue Source

NP Scholar

- Expected to be successful in obtaining externally funded research
- Can the infrastructure support *or sabotage* this expectation?
- Tenure may require external research funding
 - NP faculty need a secure voice in academia

There's a Body of Literature

Building an Infrastructure to Maximize Productivity

- 1980's
 - Many published papers to enhance research productivity of academic nurses
 - Despite this, many schools experienced limited success
- 2000s – not much
 - We will present key findings
 - Large study across institutions (n=6,000)
 - One institution, across discipline (detailed 54 item survey)
 - Several papers for nursing audience (Nursing Outlook)

We are disseminating these findings to you so you can assess your infrastructure for research productivity...

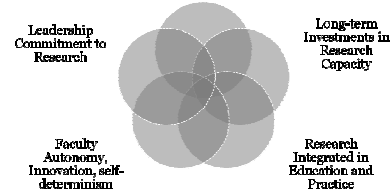
Are you in a *BUILDING* phase or *SUSTAINING* phase?

BUILDING Phase

Case Study: University of Missouri

*Created infrastructure to facilitate nursing research
Moved from no ranking to a top-20 ranking for NIH funding**

Vibrant Research Culture*



* Conn, V.S., Porter, R.T., McDaniel, R. T., Rantz, M. J., & Maas, M.L. (2005). Building research productivity in an academic setting. *Nursing Outlook*, 53 (5), 224-231.

BUILDING Phase: Need to secure the grants

- Preparing Grant Application
 - Research 1- Schools of Nursing
 - Often have centers with experienced researchers and professional staff to guide new researchers in managing their time and activities during the 6 month period before the grant submission*
- Huge variation in level of institutional support*
 - Research Mission/Scope of Support
 - Staff
 - Material Resources
 - Services provided

Crain, H. C. & Broome, M.E. (2000). Tool for planning the grant application process. *Nursing Outlook*, 48 (6), 288-293.

Example of Items and Institutional Infrastructure Level of Support

	No Support	Limited Support	Full Support
Staff	None	Director Secretary Student Assistant	Associate Dean of Research Faculty Scientist Grants specialist Funding specialist Administrative specialist
Services Provided	None	Literature retrieval Typing of application	Literature search and retrieval Budget preparation Bio-sketch preparation Computer-based preparation of all application related forms Preparation for Mock review Proposal formatting and editing Assembly and transmittal of final application

* Table adapted from Crain, H. C. & Broome, M.E. (2000). Tool for planning the grant application process. *Nursing Outlook*, 48 (6), 288-293.

Post-Award: Sustaining the Research Enterprise- *sustaining your program of research*

- Complex Regulatory Compliance
- Multi-faceted
 - Project's specific aims
 - Budget
 - Effort
 - Human Subjects Protection
- Other Work Assignments and Responsibilities

Federal Demonstration Partnership

2005 FDP Faculty (n=6,081) Workload Study*

- Study aim:
Help intuitions and federal agencies develop new strategies for making federally funded research more efficient and productive
- Study Objective: to assess faculty responsibilities and burdens related to research
 - What assistance do faculty receive from administrative and support personnel in ensuring research compliance?
 - To what extent are relationships between administrators and researchers helping or hindering the research enterprise?
 - What recommendations do faculty members offer for increasing their research productivity?

* Wimsatt, L., Trice, A., & Langley, D. (2009). Faculty perspectives on academic work and administrative burden: Implications for the design of effective support services. *The Journal of Research Administration*, 40(1), 71-89.

Federal Demonstration Partnership's study* Background Literature Findings

- Faculty are more stressed than ever. Job dissatisfaction and stress interfere with productivity.
 - Equitable access to resources
 - Rules and resources vary for different departments and individuals
 - Support from administration positively influences work satisfaction
 - Support from chair and "humane treatment from dean"
- Direct & Indirect research activities
 - Indirect activities comprise additional set of burdens that may reduce the time available to conduct research

Research Administrators Roles Evolved Over Time

In the past

- Search for funding sources
- Request guidelines
- Prepare budgets
- Send out proposals

Now, responsibilities expanded

- Interpreting, creating and implementing policy
- Develop strategic alliances
- Manage risk as it relates to research compliance

Methods

- Internet based survey sent in 2005
 - sample (n=6,081) faculty employed at 69 of 99 FDP member institutions
 - Response 37.4% faculty; 69.6% institutions
- Results
 - Faculty are spending large amounts of time on administrative duties that they could otherwise be devoting to active research
 - Tasks take away a 'moderate' to a 'great deal' of time

Results

mostly senior researchers

Specific Tasks that are most Time Consuming:



- Grant Progress Report Submission
- Personnel Hiring
- Revenue management
 - e.g. cost accounting, budget transfers and more
- Equipment and supply purchases
- IRB protocols and training
- Training personnel and students

What specific types of resources are important to facilitate their research activities?

- Mullen, Murthy & Teague (2008) surveyed all faculty at the University of South Florida.*
- 54 questions: eight domains
 - Financial resources (7)
 - Material resources (9)
 - Human resources (7)
 - Intellectual/scholarly resources (11)
 - Administrative/academic resources (4)
 - Pre-award support (6)
 - Post-award support (5)
 - Research integrity and compliance (4)

Mullen, C. A., Murthy, U., & Teague, G. 2008. Listening to those we serve: Assessing the research needs of university faculty. *The Journal of Research Administration*, 39 (1), 10-31.

Cont. Assessing Research Needs of University Faculty:

Results

(n=305 faculty; response rate 20/6%)

Remember – the bias of the survey is that it was a 'problem-seeking' survey to uncover issues interfering with optimal research productivity

- **Financial & material resources:** Across all faculty ranks, participants voiced need for more....
 - Clerical support
 - Graduate/research assistant support
 - Space (laboratory & other general facilities)
 - Technology/equipment
 - Up-to-date library holdings with improved access to electronic databases
 - Start-up funds or "seed" monies

Assessing Research Needs of University Faculty:

Results

(n=305 faculty; response rate 20/6%)

- Other barriers to conducting research:
 - Insufficient time; high teaching load & burden of corollary tasks
 - Lack of available research training in the following: grant writing, methods, & statistics
 - Low level of interdisciplinary, research-oriented communication & collaboration across the University
 - Uneven or unfairly distributed assistance & resources amongst individual faculty members & departments
 - Poor organizational culture (e.g., culture that does not value research)

Assessing Research Needs of University Faculty:

Results

(n=305 faculty; response rate 20/6%)

- Suggestions to address research needs
 - Change infrastructure: develop a “can do” attitude & systems that do not impede faculty
 - Implement incentives: recognition through awards & financial incentives
 - Improve intellectual & scholarly resources
 - Increase availability of research mentors & research-active peers (considered most important by junior faculty)
 - Improve interdisciplinary, research communication & collaboration

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