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# SUPPORTING FACULTY SCHOLARSHIP IN NURSING INSTITUTIONS

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# Defining Scholarship and Research

**Important to create a culture of valuing and inclusion**

**Scholarship – Clinical Practice, Teaching, Professional Organization,  
Research Activities**

**Clinical Practice: development & evaluation new models of clinical teaching, patient care**

**Teaching: developing/evaluating new curricula, employing new resources and technology**

**Research: Clinical, Educational, Health Systems/Workforce, Behavioral, Biological**

**Professional Org./Policy: position statements, standards of practice, policy**

**<https://www.aacnnursing.org/News-Information/Position-Statements-White-Papers/Defining-Scholarship-Nursing>**

**<https://www.aacnnursing.org/Portals/42/News/Position-Statements/Nursing-Research.pdf>**



# **Institution Mission; Criteria for Appointment, Promotion & Tenure**

**Establishing Recognized Forms of Scholarship is critical for:**

**Setting Expectations of the Faculty Role**

**Criteria for Appointment, Promotion, and Tenure**

**Valuing (Clinical Track, Tenure Track)**

**Retention**



# Individual Development Plan and Progress

**Process identifies professional development needs and scholarship career objectives**

**Communication tool; on-going point of reference for individual and their mentors**

## Short and Long-term Goals

- **Teaching**
- **Writing/Manuscripts**
- **Grant Proposal Writing**
- **National or Professional Organization Activities; Meetings**
- **Mentoring or Supervision**
- **Service**

**Accounting of Activities Accomplished and In-Progress**

# RESOURCES

## MENTOR; ADVISOR

**Advisor-** can provide guidance; explaining how and why;  
create opportunities for engagement, career development

**Mentor-** evolves organically if match exists; create opportunities for  
collaborations, networking, career development on-going, continual

- **Committed Mentor, Internal Or External, Multiple**
- **Well-Mentored Leads To Becoming A Mentor**
- **Different Mentors for Different Areas and Different Stages**

## CREATE A MENTOR NETWORK

# RESOURCES (cont'd)

**LECTURE SERIES- monthly, quarterly**

**Invite Expert in Given Area of Scholarship-local, regional, national**

**Half Day Visit: Roundtable with faculty, students**

**Meets one-to-one with faculty with same interest area**

**45 minute presentation with open discussion**

**Day of Week/Time of Day Important for Inclusive Participation**

**ASSESS BEFORE SCHEDULING**

**Invites with RSVP, Accountability, Ensures Attendance**



# **RESOURCES (cont'd)**

## **JOURNAL CLUB – monthly, bi-monthly**

**Consider faculty areas of interest; college/school's focal areas**

## **Research Faculty and Clinical Expert Faculty**

**Share the presentation of a publication (circulated 2 weeks prior).**

**Informal with handout, Formal with PPT**

**Questions posed by presenters, open discussion by all.**

## **Case Study - Clinical or Educational Focus**

**Use Same Format**

**Have brown bag lunch; coffee/tea dessert**

# RESOURCES (cont'd)

## Development and Foundations Office

Assist with identifying foundation, state, regional funding ops  
Need to Make Investment for Returns

## Office of Sponsored Programs

Partner with Colleges, Schools, Departments

## Biostatistician

Work with faculty on feasible project, design, method, sample size

## Editor

# Exploring New Opportunities

**NIH Regional Seminars on Program Funding and Grants Administration  
May and October**

**<https://grants.nih.gov/news/contact-in-person/seminars.htm#upcoming>**

**On-Going Virtual Research Seminars and Training**

**<https://grants.nih.gov/learning-center/conference>**

**Regional Nursing Research Societies - Eastern, Southern, Midwest**

**AACN Research Leadership Network.**

**<https://www.aacnnursing.org/Leadership-Networks/RLN>**

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**HRSA Reviewer; Training Modules**

**<https://www.hrsa.gov/grants/reviewers>**

# WRITING ACCOUNTABILITY GROUPS - WAG

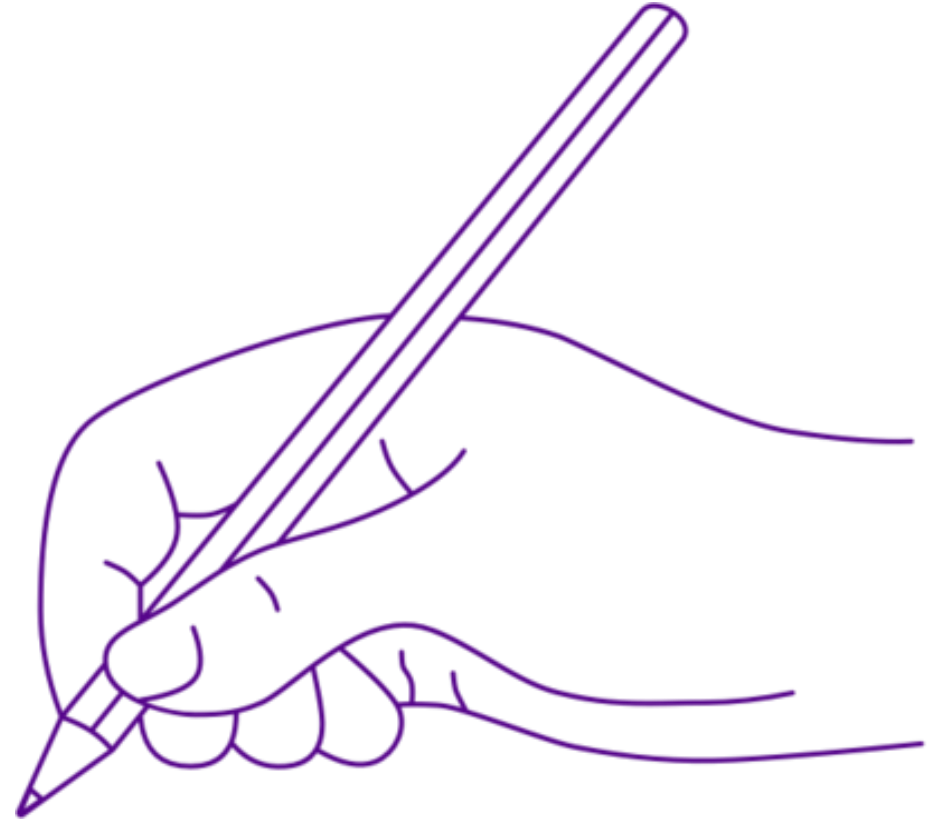
**WAG** is an active writing group that meets weekly over a set block of time (8,10,12 wks) follows a strict agenda of:

**15 minutes of updates and goal-setting**

**30 minutes of individual writing**

**15 minutes of reporting and wrap-up**

- **Group Leader**
- **Organizing Theme**
- **Participant Commitment**
- **Open, Constructive Dialogue and Feedback**



# EXAMPLE : WAGS NYU P20 Center For Precision Health in Diverse Populations

- 5 groups- 22 participants, clinical and research faculty, post-docs
- PhD Student WAG- 5 participants
- Manuscripts acknowledge support from the P20 Center

## Demystifying the National Institutes of Health Diversity Supplement: Mentee and Mentor Experiences and Recommendations

*Travers, David, Weir et al., (2022). Demystifying the National Institutes of Health diversity supplement: Mentee and mentor experiences and recommendations. Nursing Outlook, 70(6), 856-865.*

## Maternal Health of African-American Women during the Covid-19 Pandemic: A Scoping Review

*The American Journal of Maternal/Child Nursing*

## Mandates for Covid-19 Vaccines

*Journal of Nurse Practitioners*



# PEER REVIEW

- **Establish a Peer Review Committee**
- **Have it Count as Service as a Formal Committee Assignment**
- **Review Works in Progress- Manuscripts, Concept Papers, Research/Project Proposal, Abstracts**
- **Senior Faculty Starts and Role Models constructive peer review process**
- **Can also serve to help with practice of Formal Presentations**

**Being part of an internal peer review process will:**

- **Increase confidence for faculty to volunteer as a HRSA reviewer, Grant reviewer or abstract reviewer for professional organizations**
- **Learn other faculty work; Inform others about your work**
- **Build Collaborations**

**Encourage Team Building Where it Can Form Easily**

**Like Areas of Interest; Teaching in Same Content Area**

**Members of Same Professional Groups**

**Leverage Committee Work to Scholarship Activities**

# **Systematic Review of Self-Management Interventions Nurse PI RCTs 2000-2010**

**Victoria Dickson, PhD, C-NP, FAHA**

**Marilyn Hammer, PhD, DC, RN**

**Kelley Newlin, DNSc, C-NP, CDE (UCONN)**

**Elizabeth Ercolano, DNSc, RN (Yale)**

**Deborah Chyun, PhD, FAHA, FAAN**

**Gail D'Eramo Melkus, EdD, C-NP, FAAN**

**Doctoral Students: Jill Nocella**

**Sarah Nowlin**

**Fay Wright**

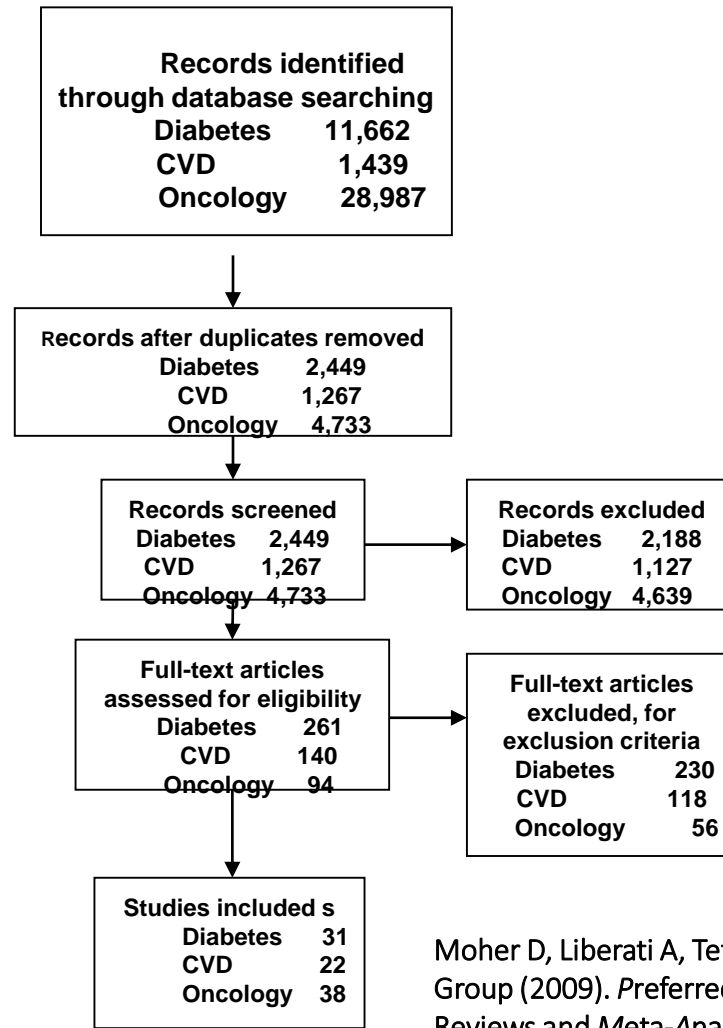
**MSN Students: Paulina Flint**

**Nancy Arbuah**





## PRISMA Flow Diagram



Moher D, Liberati A, Tetzlaff J, Altman DG, The PRISMA Group (2009). Preferred Reporting Items for Systematic Reviews and Meta-Analyses: The PRISMA Statement. PLoS Med 6(6): e1000097. doi:10.1371/journal.pmed1000097



## **Major Findings:**

### **Terminology and Operational Definitions**

- **Diabetes Self-Management**
- **CVD Self Care**
- **Cancer Symptom Management**

### **Intervention Program Attributes:**

**Diabetes Bundled with Group as a core component**  
**CVD Group and Individual**  
**Cancer Individual Focused**

### **Measures**

**Quality Of Life across studies 2005-2010**



## PUBLICATIONS

- Dickson V.D., Nocella J., Yoon H.W., Hammer M., Melkus G.D., & Chyun D., (2013)  
Cardiovascular Disease Self-Care Interventions. *Nursing Research and Practice*, 1-16.
- Hammer M., Ercolano E., Wright, F., Dickson V., Chyun D., & Melkus G. (2015).  
Self-Management for Patients with Cancer: An Integrative Review. *Cancer Nursing*, 38(2),  
10-26. doi: 10.109.
- Newlin K., Nowlin S., Chyun D., & Melkus G. D. (2014). State of the science: diabetes self-  
management interventions led by nurse principal investigators. *Western Journal of  
Nursing Research*, 36 (9), 1111-1157.





**“No man.. .or woman...is an island unto thy own.”- John Donne**

**“Science is too dangerous to be alone...too daunting, too lonely, and too huge.”**

**-Wm Moble**

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