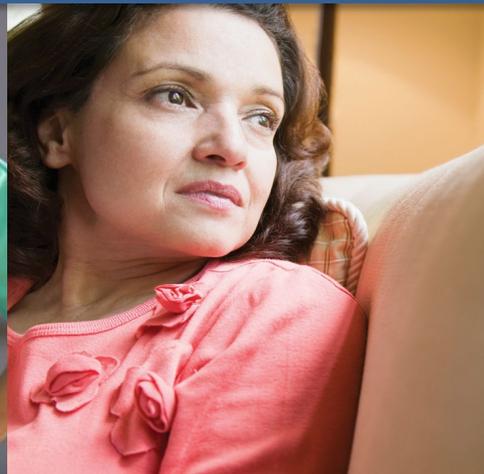




National Institutes of Health

NINR PATHWAY NURSING RESEARCH TRAINING WORKING GROUP

Report to NINR National Advisory Council



Shirley Moore, PhD, RN
Jessica Gill, PhD, RN

Charge to the Working Group

- **Provide NINR leadership with information**
- **Identify strengths, limitations, challenges**
- **Examine issues related to diversity and inclusion**
- **Develop recommendations to enhance nursing research education and training at all phases of education and progression**



Working Group Members

| Members | |
|-------------------------------------|---|
| Dr. Shirley Moore (Co-Chair) | The Edward J. and Louise Mellen Professor of Nursing Emerita; Distinguished University Professor, Case Western Reserve University; Pathways Workgroup Co-Chair |
| Dr. Dawn Aycock | Director of the PhD Program, Georgia State University |
| Dr. Joanne Wolfe | Chief of the Division of Pediatric Palliative Care, Dana-Farber Cancer Institute (DFCI), Director of Palliative Care at Boston Children's Hospital (BCH), Professor of Pediatrics, Harvard Medical School |
| Dr. Janice Phillips | Associate Professor, Rush University, Department of Community, Systems and Mental Health Nursing, College of Nursing |
| Dr. Randy Jones | Professor, University of Virginia School of Nursing |
| Dr. Rosa Gonzalez-Guarda | Associate Professor, Duke University School of Nursing |

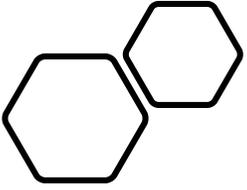
| | |
|---|--|
| Dr. Margo Minissian | Nurse Researcher, Barbra Streisand Women's Heart Center, Cedars-Sinai Heart Institute |
| Dr. Matthew Howard | Director of Training, Sigma Theta Tau International |
| Dr. Breanna Hetland | Assistant Professor, University of Nebraska Medical Center |
| Dr. Patricia Davidson | Dean, Johns Hopkins University, School of Nursing |
| Dr. Jennifer Butlin | Executive Director, Commission on Collegiate Nursing Education (CCNE), American Association of Colleges of Nursing |
| Ms. Miriam Weiss | PhD student, University of Maryland |
| Ms. Alexi Vasbinder | PhD student, University of Washington |
| Dr. Jessica Gill (Co-Chair) | Acting Deputy Director of NINR; Pathways Workgroup Co-Chair |
| Dr. David Banks | Program Director, Extramural Training Officer, NINR |
| Dr. Pamela Tamez | Training Director, NINR Intramural Program |
| Dr. Rebecca Rasooly | Branch Chief, Wellness; Technology and Training |
| Dr. Yvonne Bryan (Executive Secretary) | Senior Advisor to NINR Director; Pathways Workgroup Executive Secretary |
| Dr. Louise Rosenbaum | Science Policy Analyst/Science Writer; Office of Science Policy & Legislation |

Working Group Process

Four WG subgroups formed to consider the following actions:

- 1 Evaluate current limitations in recruitment and training** within existing PhD programs, including issues that may compromise the engagement of individuals from minority and underrepresented populations
- 2 Identify training-related shortfalls and analyze their influence** on nursing scientists' ability to successfully design and complete a research program
- 3 Determine factors that hinder the nurse researcher's career path and progression** (e.g., salary, awareness of programs/career opportunities, issues that contribute to/perpetuate disparities)
- 4 Develop suggestions to improve collaborations** among NINR and leading organizations to promote the training of a diverse cohort of nurse researchers, reflective of the US population





Working Group Chartered

Four Subgroups formed

Subgroup reports due and discussion among whole WG

Final Report to NINR



Mar. 2020

Mar. 2020

Apr. 2020

Apr.-Sep. 2020

Oct. 2020

Nov. 2020

Dec. 2020

Jan. 2021

Initial WG meeting held

Subgroup and whole WG virtual meetings held at least monthly, NINR data analysis/interpretation meeting held

Final Report compiled

Final Report presented at January Council Meeting

Short written report:

- Background
- Findings
- Recommendations

Includes data sources



Recommendations address:

- Recruiting trainees for research training
- Funding
- Development of essential skills
- Mentoring
- Interdisciplinary research and collaboration
- Diversity, equity and inclusion
- Tracking and analysis of data on training and career path outcomes



Recruiting Trainees for Research Training

- Targeted marketing – undergraduates, underrepresented minorities
- Early exposure to nursing research and its impact
- Funding of research internships
- Consider streamlined programs, such as BSN-PhD, MSN-PhD, and DNP-PhD
- Promote understanding of differences between DNP and PhD roles and training and models of collaboration



Consider funding initiatives that focus on the needs of some special nurse researcher populations:

- clinician scientists
- those who cannot relocate for training
- those in non-research intensive universities
- underrepresented minorities
- individuals who have career interruptions
- the vulnerable period of working to obtain a first large grant after training



Funding

Consider funding initiatives that:

- Incentivize the inclusion of trainees in RPGs
- Encourage graduate student research assistantship positions on grants
- Support development of low-cost or summer postdoctoral programs
- Increase in the number and scope of scientific laboratory facilities at schools of nursing
- Provide small grants (e.g., R03 and R15)
- Bridge periods between career stages (e.g., F31 to F32; post-doc to first R-award)



Development of essential skills

- Develop workshops, modules and resources for students and early stage investigators focused on writing, presentation, grant writing and publication skills
- Develop a roadmap for success in a research career identifying guiding principles to inform and influence procedures, funding models and policies
- Create a dedicated Early Career webpage that contains resources and training and career opportunities
- Increase the number of ESIs, NIs and URM in the who participate in the grant application review process



Mentoring

- Develop mentor training modules and programs
- Consider longitudinal programs of mentorship/engagement with training awardees
- Support mentoring models that encourage collaborations between universities, e.g., “shared” training programs between institutions, distance mentoring models
- Consider grant mechanisms that require ESIs as co-investigators
- Create a formal mentee/mentor online resource center that includes both peer and senior mentorship options



Interdisciplinary research and collaboration

- Expand collaboration with agencies/professional organizations
- Sponsor more interdisciplinary meetings, workshops, and conferences
- Facilitate collaborations between non-research-intensive institutions and research-intensive programs to provide joint training opportunities
- Facilitate collaborations between non-nursing programs (e.g., engineering, medicine) and nursing programs



Diversity, equity and inclusion

- Increase use of specific funding mechanisms to support URM
- Provide dedicated mentorship, training, and educational opportunities
- Provide incentives to encourage minority-serving academic institutions to increase recruitment and retention of nurse researchers
- Develop a diversity and inclusion plan that is addressed in NINR's forthcoming Strategic Plan.



Tracking and analysis of data on training and career outcomes

- Systematically track and analyze data about investigator characteristics, longitudinal outcomes, and predictors of success of training initiatives
- Provide an annual, publicly accessible report of these data
- Create an advisory group to sustain the work of the task force and advocate for recommendations within the NIH, NINR, nursing schools, and professional organizations, such as AACN and the American Academy of Nursing



Comments and Questions

