Title:
Taking an Academic-Clinical Partnership to the Next Level: Creation of an Interprofessional Research Institute

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Session Title:
Different Models, One Common Thread: Leveraging Service-Academic Partnerships to Expand Research in Clinical Settings

Keywords:
academic-service partnership, interprofessional research and research in clinical settings

References:

Abstract Summary:
This presentation describes the development and outcomes of a new institute for interprofessional research collaboration. Staffed by clinician scientists and support staff, the institute creates opportunities for research-related interprofessional education and provides mentorship and funding to interprofessional research teams. Funds from an innovative academic-clinical partnership are supporting this work.

Content Outline:
1. Purpose
1. Description of the Institute for Nursing and Interprofessional Research (INIR)
2. Mission and vision of the INIR
3. Role of academic partnership donor
1. Background/Significance
1. Literature review
1. IOM Roundtable on Evidence-Based Medicine called for development of a learning healthcare system
2. Magnet is driving engagement of clinical nurses in research and EBP
3. Team science aligns with movement towards interprofessional education and practice to generate better outcomes by leveraging the skills of a diverse group of clinicians
4. Significant barriers to full engagement of clinicians in research – gaps in education, lack of mentorship and funding, insufficient time
2. Observations from our clinical setting
1. Same barriers cited in the literature – lack of education and mentorship, lack of protected time
2. Inquiry efforts were often siloed by discipline, despite regular engagement in interprofessional practice
III. Methods/Program
1. Partnership between former and current Chief Nursing Officers to generate institutional support for the establishment of the INIR
1. Establishment of an endowment to support the work in perpetuity
2. Fundraising support from the institution’s foundation
2. Visibility of the institute across the organization
1. Creation of new director role
2. Direct reporting to the CNO
3. Creation of a core team for the institute
1. Two nurse scientists, one part-time clinical scientist
2. Non-clinician research associate
3. Biostatistician
4. Support staff: administrative assistant and research assistant
5. Executive advisor – strategic planning and donor support
4. Three overarching goals
1. Research-related education for clinical staff members – interprofessional learning environments
2. Mentorship to clinicians engaged in research and evidence-based practice
3. Funding for work that holds promise for return on investment and/or enhancements to the quality of care delivered to patients and families
5. Donor funds
1. Research Education Initiative
2. Named scholar – funding for a two-year grant that includes mentorship and quarterly education workshops
1. Results/Evaluation – first 18 months
1. Education of over 350 unique clinicians from all clinical disciplines
1. 7 workshops, quarterly works-in-progress sessions, 2 grand rounds sessions, 5 staff meetings
2. Ongoing mentorship of 20 interprofessional teams and 10 students
3. Awarded $93,592 in research grants
1. Conclusion/Implications
1. Investment in the infrastructure necessary to support interprofessional clinical research can foster clinician engagement in clinical inquiry efforts
2. Creation of interprofessional learning environments helps to generate interprofessional research ideas
3. Next phase – to demonstrate the impact of this work on outcomes for patients and families and employee engagement
4. Donor perspective – early successes and next steps

**Topic Selection:**
Different Models, One Common Thread: Leveraging Service-Academic Partnerships to Expand Research in Clinical Settings (25476)

**Abstract Text:**

**Purpose:** The purpose of this program is to foster the development of interprofessional research and evidence-based practice among clinicians at a pediatric academic medical center. Using the structure of a newly-created Institute for Nursing and Interprofessional Research and financial support from an academic partner, clinicians are invited to participate in research-related educational activities, seek funding for their research proposals, and engage in mentored research experiences, with the goal of improving the quality of care delivery for patients and families. In 2009, the Institute of Medicine’s Roundtable on Evidence-Based Medicine called for the creation of a learning healthcare system, one where clinicians from a variety of backgrounds are equipped to create and apply new knowledge that informs and is informed by clinical care delivery (Institute of Medicine, 2009). Similarly, the American Nurses Credentialing Center’s Magnet Designation program calls on nurses and their interprofessional colleagues to be active participants in their organization’s research, evidence-based practice, and innovation programs, recognizing that clinicians bring a unique perspective to clinical inquiry within healthcare organizations as a result of their frontline role in the delivery of care (American Nurses Credentialing Center, 2017). This aligns well with the movement towards team science, wherein investigators from different professional backgrounds work together to tackle complex, multifaceted problems (Hall, 2018; National Cancer Institute, n.d.). Clinicians are eager to contribute to these inquiry efforts but typically face significant barriers, including gaps in research-related education, lack of mentorship and funding, and limited protected time (Hagan, 2018; Hagan & Walden, 2015; Scala, Price, & Day, 2016). Models that explicitly address these barriers and that create opportunities for interprofessional engagement are needed.

**Methods:** The Institute for Nursing and Interprofessional Research (INIR) was launched in July 2017 with support from the hospital’s former and current chief nursing officers and an institutional commitment to secure donor funds for an endowment. The institute was given organizational visibility through the creation of a new director-level leadership position that reports directly to the Chief Clinical Officer and that is a member of the
hospital’s senior leadership team. The eight-member INIR team is comprised of two nurse scientists, a part-time clinical scientist, a non-clinician research associate, a biostatistician, an administrative assistant, a part-time research assistant, and an executive advisor. The institute is explicitly interdisciplinary and has three goals: 1) to provide research-related education to clinical staff members in interprofessional learning environments, 2) to offer mentorship to clinicians and students engaged in research and evidence-based practice, and 3) to fund pilot work that holds promise for a return on investment and/or enhancements to the quality of care delivered to patients and families. The creation of a funding partnership with a local academic institution has provided a mechanism for amplifying the amount and quality of research-related education and has created the funding necessary to support an interprofessional research team through an upcoming two-year study.

Results: In its first 16 months, the INIR has provided research-related education to over 350 unique clinicians from all clinical disciplines employed by the hospital. Recognizing clinicians’ varied and busy schedules, these educational opportunities have taken a variety of formats, ranging from half- and full-day workshops to one-hour grand rounds and works-in-progress sessions. Topics have included a diverse array of topics, including grant writing, survey design, and use of REDCap as a data collection and management tool. The INIR team is currently providing ongoing mentorship and research support to 20 interprofessional research teams and 10 students, and the institute has awarded $93,592 in research grants to 9 teams, all of whom are required to demonstrate robust interprofessional engagement throughout the course of their projects. To maintain continued collaboration and transparency, the INIR team and academic donor partner meet quarterly to share updates and progress on the use of funds. The donor partner is acknowledged on all educational materials and dissemination products.

Conclusion: Organizational and donor investment in the infrastructure necessary to support interprofessional clinical research can provide clinicians with the education, mentorship, and funding necessary for them to engage in clinical inquiry that drives practice, consistent with the goal of creating a learning healthcare system. The next phase of this work will be to demonstrate outcomes for patients and families, organizational efficiency, and/or employee engagement.