Challenges and TIPS for Experienced Grant Writers: Movement into Nursing Education Research

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Purpose

- Describe historical challenges to the conduct of nursing education research
- Discuss the importance of evaluating ‘best practices’ in nursing education
Purpose

- Identify sources of funding for nursing education research

- Describe one funded program of nursing education research – an example
Research in Nursing Education

- Historical reluctance to acknowledge importance of nursing education research
- Increasing acceptance over past decade
- Difficulties in obtaining funds to conduct nursing education research
TIPS (thoughts, ideas, possible strategies) for selection of team members

- Appropriate personnel – who should conduct nursing education research
- Team members
- Consultants
Comprehensive grant application - components

- Compelling abstract related to need for research in nursing education
- Specific aims
- Background and significance of study
- Previous research
- Design
Budget Considerations with limited resources

- Grant-specific limitations
- Expenses paid by the funding agency
- Direct costs/indirect costs
- Justify, Justify, Justify, Justify
Research Program in Nursing Education

- Development of self-assessment instruments (ISA and PSA)
- Reliability of ISA and PSA (2009)
- Use of ISA and PSA (2011)
“Missing in Texas: Hispanics in the Health Workforce” - purposes

To identify:

1) perceived barriers to persistence among Hispanic students enrolled in health professions programs
2) perceived supports that facilitate persistence of Hispanic students in health professions programs
To identify:

3) perceived roles of individuals in Hispanic professional health organizations in supporting students in health related professions
Adapted Model of Institutional Support

Hispanic Student

Degree Completion

Financial Support & Opportunity

Technical-Skills, Equipment

Academic Advising

Professional Socialization

Emotional & Moral Support

Mentoring
“Missing in Texas: Hispanics in the Health Workforce” - methods

- Design – descriptive, qualitative
- Data Collection – focus groups
- Data analysis – reviewed for themes; compared within and across focus groups; independent investigator for confirmation
“Missing in Texas: Hispanics in the Health Workforce” - participants

- Convenience sample of 77
- Self identified as Hispanic
- Students in nursing and public health (n = 48)
- Health care professionals (n = 29)
“Missing in Texas: Hispanics in the Health Workforce” - Findings

- Lack of financial support
- Family-related barriers including lack of support
- Absence of Hispanic role models to serve as mentors
- Limited or non-responsive academic advising
“Missing in Texas: Hispanics in the Health Workforce” - Findings

- Frustration related to technology
- Inability to participate in professional socialization due to numerous responsibilities outside of school
- Socio-cultural-related barriers
“Missing in Texas: Hispanics in the Health Workforce” - Emergent Themes

- Self determination – a theme introduced by graduate students

- Theme reinforced by professional participants
“Missing in Texas: Hispanics in the Health Workforce” - Limitations

- Cannot be generalized to all Hispanic students
- Cannot be generalized to all geographic regions
- Cannot be generalized to all Hispanic professional organizations
“Missing in Texas: Hispanics in the Health Workforce” - Recommendations

- Financial and academic advisors should be proactive to maximize student's ability to succeed
- Environment should support ethnic expression and exploration
- Parental involvement should be encouraged
“Missing in Texas: Hispanics in the Health Workforce” - Recommendations

- Mentoring programs in place
- Technical Support in place (24/7)
- Opportunities for professional socialization with ethnic role models
Development of ISA and PSA (2008)

- ISA – Institutional Assessment of Factors Supporting Hispanic Student Recruitment and Persistence
- PSA – Healthcare Professions Education Program Self Assessment
Evaluation of Psychometric Properties of ISA and PSA

- Study participants – sample of provosts, deans/directors and an author of the original Model of Institutional Support
- Participants from 10 states reporting highest percentage of Hispanic residents
- Participants rated each item on a scale of 1 to 4
Procedure (Read item)

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<tr>
<th>Emotional and Moral Support</th>
<th>Rating</th>
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<td>The institution values its connection and interaction with the community in which it is located; families and members of the community are involved and participate in institutional activities; programs and events are inclusive of family and the community; institutional activities foster peer interaction, individual student personal growth and development, and personal as well as peer achievements.</td>
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Evaluation of Psychometric Properties of ISA and PSA

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<td>1</td>
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<td>4</td>
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<tr>
<td>The item is not relevant</td>
<td>Unable to assess relevance without revision</td>
<td>Relevant, needs minor revision</td>
<td>Relevant</td>
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Content Validity of ISA and PSA (2009)

- ISA – 83% to 100%
- PSA – 83% to 100%
Reliability of ISA and PSA (2009)

- ISA: 0.86 to 0.98
- PSA: 0.77 to 0.86
Use of ISA and PSA (2011)

- ISA – Has not been used in studies of institutional support
- PSA – Used in two studies (Bond, Cason & Baxley, 2011); Loftin (2011)
Comparison of perceptions of Hispanic and African American students (75) and program faculty (80) about supports in their programs

Participants from 102 nursing programs in Texas
Use of PSA – Bond, Cason & Baxley (2011)

- No modifications made to PSA for student use
- Faculty and student responses differed on selected items
- Responses from African American and Hispanic students similar
Use of PSA – Bond, Cason & Baxley (2011)

- Many students did not respond to all questions
- Items (originally intended for faculty) may not have been understood
Use of PSA – Bond, Cason & Baxley (2011)

- Recommended revised instrument for student use
- Revisions need to be more student-relevant and student-friendly
Use of PSA – Loftin (2012)

- Cross-sectional survey of underrepresented students
- Assessed relationship between supportive characteristics and graduation rates
- Emotional and moral support correlated positively with graduation rates
Use of PSA – Loftin (2012)

- Recommended further psychometric testing of the PSA with larger samples
Adapted Model of Institutional Support: Limitations

- Model developed with groups that were predominantly Mexican American heritage

- Value of instruments with other Hispanic cultural heritages should not be presumed
Adapted Model of Institutional Support and Instruments: Recommendations

- Studies to validate the model and instruments as inclusive
- Studies to distinguish similarities and differences of needed supports between subgroups of Hispanic students
Adapted Model of Institutional Support and Instruments: Recommendations

- Studies to validate the model and instruments as inclusive across educational levels
- Studies to explore differences across educational levels