Title:
Zero to 60: Building Research Teams Quickly for Multisite Research

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Session Title:
The Evolution of CPR Training Using Technology, Multisite Studies, Industry, and Military Partners
Slot:
D 19: Sunday, 29 October 2017: 2:45 PM-4:00 PM
Scheduled Time:
3:05 PM

Keywords:
management, multisite study and operations

References:
Cartwright, J.C., Hickman, S.E., Nelson, C.A., Knafl, K.A. (2013). Investigators' success strategies for working with institutional review boards. *Research in Nursing and Health, 36*, 478-486. doi: 10.1002/nur.21553.

Oermann, M., Hallmark, B., Haus, C., Kardong-Edgren, S., Keegan McColgan, J., Rogers, N. (2012). Conducting multisite research studies in nursing education: Brief practice of CPR skills as exemplar. *Journal of Nursing Education, 51*(1), 23-28. doi: 10.3928/01484834-20111130-05

Lasater, K., Johnson, E., Hodson-Carlton, K., Siktberg, L., Sideras, S. (2012). A digital toolkit to implement and manage a multisite study. *Journal of Nursing Education, 51*(3), 127-132. doi: 10.3982/01484834-20120113-02.

Weiner, B.J. (2009). A theory of organizational readiness for change. *Implementation Science, 4,*http://dx.doi.org/10.1186/1748-5908-4-67

Abstract Summary:
Researchers may volunteer to participate in multisite studies without a clear understanding of what is involved. We applied Weiner's (2009) organizational readiness for change theory to our 10-site technology rich study and describe the preparation and adjustments made over time to build a successful research team.

Learning Activity:

LEARNING OBJECTIVES	EXPANDED CONTENT OUTLINE
1. Describe 5 lessons learned during 2 large multi-year, multi-site CPR studies.	A SHARED READINESS Study held up a year because of software problems, after sites and coordinators identified. Doubts about it ever beginning. Bringing everyone in for training vs. staying and training in situ –best practice remains unclear. Establishing rapport is critical. Time zones are an issue. - Used Google Hangout on Air to conduct and archive meetings for all to see. At primarily teaching schools of nursing, many don't understand the word support. Making Chair and Dean understand what support means- switched GA out after 1.5 months. Getting everyone together at one time is almost impossible. Misunderstandings. Etc. multiple envelope method vs. dealing with uploading software. Technophobic people should not do research using technology. Study dinner for those attending a major conference allows face to face meeting and bonding. IMPLEMENTATION CAPABILITIES- Study held up a year because of software problems. Turnover at some sites IRBs for each site. Keeping up with CITI training. Competing epicenters for information- UNC and RMU created role confusion. Paying participants/different procedures at many sites. Paying site stipends/government paperwork. plan for personnel turnover at sites, constant IRB updates required. Hands on- use the same sign-in as the PW. Use cell phones to take picture of numbers. Tracking students and getting them to come back on time. Need for relationships and emails. Store in online central repository. Build spread sheets with excel that help you. Actual time to run a participant through the study and manage schedules. Workload involved. Unexpected server outages during data collection. FAQ sheet

	archived and updated and resent as changes occurred. DROPBOX for data sharing. Managing lack of student commitment (missing appointments). difficulty in recruiting students and lack of student punctuality. study more complex than expected. Knowing is not doing. Forms seemed self-explanatory…. however, about 4-5 months ago, misunderstandings with paperwork came to light. 4 schools floundered a bit until leadership meeting changed understanding. Monthly team meetings for them to work out logistics and support. LONG TERM ORGANIZATIONAL OUTCOMES - Planning for presentations and publications. explained by each coordinator. Building writing and presentation capacity an expected outcomes in addition for readiness for future studies.
2. Report both novice and experienced site coordinator feedback based on these studies.	comments provided by a novice and experienced site coordinator from their own perspectives.

Abstract Text:

Successful fundable research today often requires a multisite study approach to gain the participant numbers required for generalizability. However, large multisite educational studies remain relatively rare and there are few publications available for guidance in planning or conducting such a study. The PI and project manager have worked together on 2 large multisite studies over the past 8 years involving 20 sites. We will share our experiences managing these studies over this time. Our current CPR study includes 2 site coordinators from a previous study and 8 new sites and coordinators. We apply several of Weiner's (2009) organizational change theory concepts as a framework for presenting lessons learned after managing these large multi-site studies. We have arranged our remarks around Weiner's key theoretical concepts: developing a shared sense of readiness, implementation capabilities, and long term organizational outcomes results from the studies. Examples of developing a shared sense of readiness included: using Google hangout on Air to archive all meetings and touching base with organizational leadership as problems were identified that site coordinators could not manage. Examples of implementation activities included: using the same ID as PW and sign in, detailed color-coded cueing sheets for running a participant through the study protocol and meetings for strategic planning for recruiting students, dealing with changing study faculty members, changes in IRBs and

forms used, scheduling to participants in various ways, getting participants to return, dealing with software or manikin issues, role confusion issues from the IRB paperwork. We were able to meet for a study dinner at a major simulation conference each year of the study, our only face to face meetings during the study. Examples of long term organizational outcomes include asking our novice research site coordinators to present and write manuscripts with us. We hope that we have engendered a spirit of inquiry, a love for research, and fearlessness in our new site coordinators to take on other large-scale research projects, and to perhaps continue their educations.