

BUILDING CUMULATIVE SCIENCE

Angela Barron McBride

Distinguished Professor & Dean Emerita

Indiana University School of Nursing

OVERVIEW

- Review stages of institutional research development
- Reflections on the future

Angela's Stages of Institutional Research Development

- Stage I: Build (Home) School of Nursing's Infrastructure
 - All tenure-track faculty are expected to be doctorally-prepared
 - Launch doctoral program
 - Create internal mechanisms to support pilot studies, grant submissions, data analysis, publishing, etc. (e.g. an internal Center for Research is often developed to provide such services)

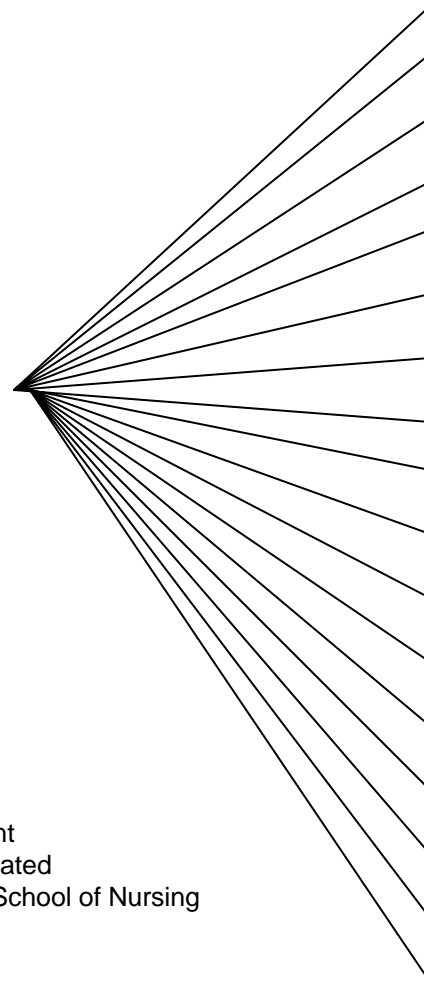
■ Stage II: Models of Excellence

- Some faculty develop programs of research that are excellent by all standards, e.g., external funding, refereed publications and presentations, citations, and honors
- Postdoctoral program(s) established
- Faculty mentoring and research training get more sophisticated (e.g., support for “baby docs,” institutional research training grants, mock reviews of grant proposals and manuscripts)
- Interdisciplinary collaboration builds on campus

Interdisciplinary Collaboration: Formal Links Between Nursing and Other Fields

CENTER FOR ENHANCING QOL IN CHRONIC ILLNESS

- Institutional Research Training Grant in Health Behavior Nursing
- Mary Margaret Walther Program in Oncology Care
- Behavioral Cooperative Oncology Group



*= formal role/CEQL

**= formal role on research training grant

+ = formal role on another research-related committee or project of School of Nursing

Regenstrief Institute for Health Care

Dr. William Tierney+ Dr. Tom Inui * Dr. Rich Frankel*

IU's Center for Excellence in Women's Health

Dr. Rose Fife**

IU's Center for Aging Research

Dr. Christopher Callahan **

IU Center for Bioethics

Dr. Sandra Petronio

IU's General Clinical Research Center

Dr. Munro Peacock*

IU's Cancer Center

Dr. Stephen Williams+ Dr. Hal Broxmeyer+

IU Center for Health Services and Outcomes Research

Dr. Brad Doebbling

Bowen Research Center

Dr. Terry Zollinger* Dr. Bob Saywell

IU's Diabetes Center

Dr. David Marrero**

IU's Alzheimer Disease Center

Dr. Martin Farlow+ Dr. Mary Austrom +

IU Leadership Education in Adolescent Health (LEAH)

Dr. Donald Orr***

IU Clinical Research Curriculum

Dr. Kurt Kroenke*

Rehabilitation Psychology, School of Science (IUPUI)

Dr. Gary Bond*, **

Child Psychiatry

Dr. David Dunn**

Biostatistics

Dr. Susan M. Perkins*+

Clarian Health Partners

Dr. Steven Ivy* Dr. Ora Pescovitz*

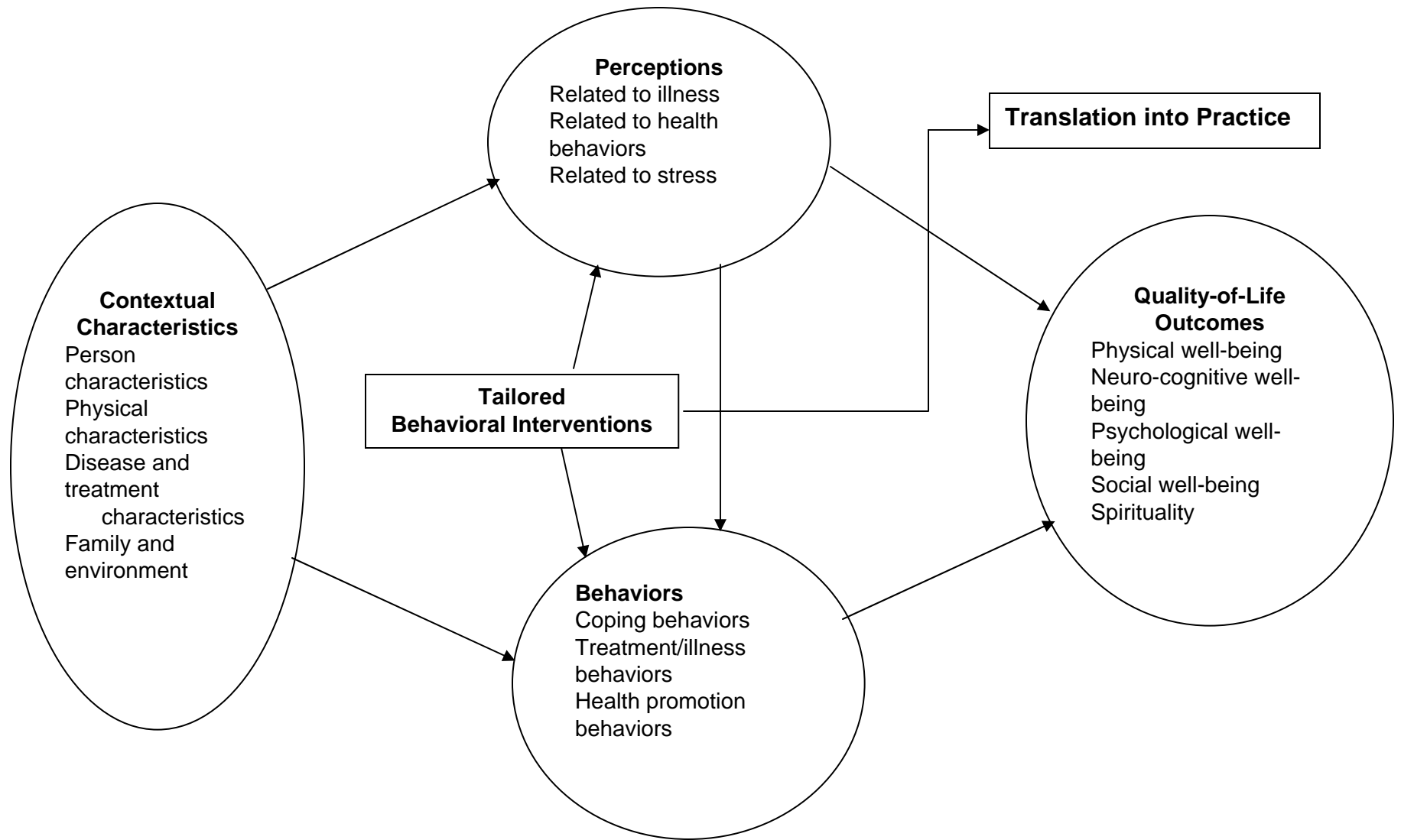
IU School of Medicine, Children's Health Services Research

Dr. Nancy Swigonski*

■ Stage III: Build Programs

- Research work groups endeavor to build specialty area
- Centers/institutes established
- Scholarly “products” begin to emphasize synthesis across studies and investigators
- “Translation to practice” becomes more of an issue
- Leadership succession, infrastructure development, and juggling of multiple grants assume additional importance

IU Center for Enhancing Quality of Life in Chronic Illness: **Umbrella Conceptual Framework**



■ Stage IV: Build Field

- Schools are focused in their research with identified research niches
- Strategic research collaborations are established across schools
- Attention is paid to methodologic and theory developments
- State-of-science and consensus conferences become important
- A new kind of infrastructure development may be needed

REFLECTIONS ON THE FUTURE

- The BAGNC Program and the Hartford-funded Centers of Geriatric Nursing Excellence have enabled geriatric nursing to have an advantage that the rest of our profession doesn't have, i.e., to coordinate development of individuals with program development

- One thing we (students and faculty) must “give up” in order to move forward is any residual thoughts we may harbor that “our research” shouldn’t build on what others at our institutions have done
- At this point in time, individual scholars must assume leadership for building the field (and not just their own programs)

- The time is ripe to consider what additional collaborations might be undertaken by our centers of excellence, e.g., a critical analysis of methodologic/theory developments; a new era of clinical trials; joint translational efforts

THANK YOU