Describe resources available to nursing staff to support participation in nursing research and nursing research utilization activities.

As stated in the introduction to this section, The Yvonne L. Munn Center for Nursing Research (Munn Center), a center within the Institute for Patient Care, is the organizational structure that supports and promotes nursing research. The focus of The Munn Center is the development, testing and utilization of knowledge to improve patient care and optimize professional nursing practice through research. The initiatives of the center are operationalized in the Nursing Research Operations Group and additional groups linked to the center’s mission and in the Nurse Scientist Advancement Model and faculty appointments.

Nursing Research Operations Group

The Nursing Research Operations Group (NROG) facilitates four specific research initiatives within the Munn Center. Each initiative is led by a nurse dyad including Clinical Nurse Specialists and doctorally prepared nurses working in partnership to achieve program goals.

- **The Yvonne L. Munn Post-doctoral Fellowship** The Yvonne L. Munn Post Doctoral Fellowship in Nursing Research encourages the development of nurse researchers seeking funding to advance research and scholarship at MGH. The fellowship provides nurse researchers with time and resources to advance their program of research, and develop proposals in promising and individualized areas of nursing inquiry that can be submitted for funding. The fellowship subsidizes 400 hours of the fellow’s practice time and related expenses up to a maximum of $2,500 to provide the opportunity for the fellow to develop a research proposal. For example, for those that are Associate Nurse Scientist, the outcome would be a submission for internal and/or external funding; while for those at the Nurse Scientist and Senior Nurse Scientist level, the outcome would be a submission for external funding. At the end of the fellowship, the fellow provides a completed product, i.e., the proposal, to the Post Doctoral Fellowship Committee and presents his/her research to the MGH nursing community. Criteria for the award are that:

  ♦ Applicant has an earned doctoral degree in nursing or a related field, is a registered nurse and is an employee of MGH.
  ♦ Research study contributes to the advancement of nursing knowledge or science.
Applicant identifies a doctorally prepared mentor who is knowledgeable in the area of the research study and who agrees to provide guidance and support to the applicant.

Applicant secures the approval of his/her manager and negotiates the support for the subsidized practice time.

Attachment 6.28.a lists the six post-doctoral fellowships that have been awarded to date with the title of their research proposals.

- **The Doctoral Forum**  The Doctoral Forum is open to MGH nurses with earned doctorates and those enrolled in a doctoral program, as well as external faculty appointed to the Munn Center. The forum supports the growth of nurse scientists by expanding nursing research through dialogue and presentations. It works to create a professional community of nurse scholars and a venue to help advance individual programs of research, to share ideas, and to provide support and guidance for nurse scientists. The forum meets monthly for both formal presentations and informal dialogue. Forum members presented a program entitled “The Doctoral Forum: A strategy to advance nursing science in the clinical setting” at Sigma Theta Tau International Conference in Vienna, Austria in July, 2007 (attachment 6.28.b).

- **The Yvonne L. Munn Nursing Research Awards**  As discussed in Force 6.27, these awards are designed to support research initiated by nurses to improve care to patients and families. Attachment 6.28.c lists the awardees and their areas of study since the inception of the award in 1998.

- **The Norman Knight Visiting Professor Program**  This program invites nurse scholars from within and outside of MGH to share their expertise with nurses through collaboration, teaching, mentoring and research discussions. Doctorally-prepared nurses and clinicians can access nurse scholars in a variety of forums, and work to integrate new knowledge and experience into practice. The Norman Knight Visiting Professor Program is discussed in more detail in Force 11.10.

Additional groups linked to the Munn Center’s mission include the Nursing Research Committee, which is discussed in detail in Force 6.27, and the Clinical Nurse Specialist Research Task Force (CNSRTF), a subgroup of Clinical Nurse Specialists interested in focusing on research and scholarship. The goals of the group are to dialogue and develop professional scholarship; explore and develop opportunities for research and scholarship; promote socialization as scholars;
and improve patient care outcomes by promoting research and evidence-based practice and professional leadership. A significant project to improve nursing practice relates commonly occurring patient problems and evidence-based practice initiatives. The CNSRTF began by generating a list of the 25 most common patient problems that could be incorporated into the Staff Perceptions of the Professional Practice Environment survey. Staff responding to the survey identified the most common problems encountered in their areas of practice, their self-assessed level of their preparedness to address the problems, and whether they have access to appropriate resources needed to address the problems. This information was tracked over time (attachment 6.28.d) and analyzed for various practice areas. Some of the common problems identified by the Staff Nurses included risk for violence, ineffective airway clearance and skin breakdown/pressure ulcers. The CNSRTF were able to take the results of these analyses and develop educational programs and evidence-based practice initiatives to address these. The problem of ineffective airway clearance, for example, was addressed in part in a presentation by two Clinical Nurse Specialists at Nursing Grand Rounds (attachment 6.28.e). The CNSRTF followed up on several of the common patient problems, auditing documentation to determine how well the problem was identified and communicated, the evidence for the problem, interventions and outcomes. They are currently writing a grant for an intervention project to address some of the issues identified in relation to high frequency problems. The initiatives related to common patient problems have generated publications and presentations that have a broader influence as well.

**Nurse Scientist Advancement Model**

The Nurse Scientist Advancement Model provides a structure to acknowledge and support the development of nursing scholarship at MGH for doctorally prepared nurses. The goal of the program is to support those doctorally prepared nurses committed to a career in research with the time, resources and space to advance nursing and interdisciplinary research at MGH. Protected time and mentorship are available to nurses with doctoral preparation as Associate Nurse Scientists, Nurse Scientist, and Senior Nurse Scientists. Attachment 6.28.f outlines the major elements of the model for doctorally prepared MGH nurses. The Associate Nurse Scientist is a nurse newly prepared at the doctoral level in the beginning of a career in nursing research. The title is given to nurses upon the completion of the doctoral degree. Their major responsibilities are the development and implementation of a program of research, dissemination of research findings, beginning research mentorship to staff nurses and facilitation of research utilization in practice. The Nurse
Scientist is a doctorally prepared nurse research who has successfully initiated a career in nursing and completed a portfolio that describes accomplishments according to identified criteria. In addition to continued development and implementation of a program of research, mentorship and facilitation of research utilization, the Nurse Scientist consults and collaborates with nurses and other professional colleagues. The Senior Nurse Scientist is a seasoned nurse researcher with expertise in the development, testing, evaluation and utilization of research, who has served as a Principle Investigator on an externally funded study and continues to seek external funding, contributes to nursing knowledge development, disseminates information and is a leader in the field. As of September 2007, The Munn Center had appointed four Associate Nurse Scientists, six Nurse Scientists and two Senior Nurse Scientists.

Faculty appointments from a variety of academic settings have an opportunity to present their credentials for review and appointment to The Yvonne L. Munn Center for Nursing Research as Nurse Scientists and Senior Nurse Scientists. Faculty appointments to The Munn Center carry no financial reimbursement or hours of protected time. Where possible, space and support may be available to assist the faculty researcher on a case-by-case basis. Each faculty's program of research is evaluated on the basis of its complementarity to MGH nursing’s agenda. To date there have been four faculty appointed as Nurse Scientists and three as Senior Nurse Scientists. It is anticipated that these appointments will enrich the research environment and foster a spirit of inquiry among nursing staff at MGH.

Organizational Resources

Nurses at MGH have access to a variety of resources within the institution as a whole. The Treadwell Library, described in Force 6.22 and Attachment 6.22.b, is an important resource for nursing. In addition to physical and electronic resources, research and reference services, and teaching and training, Treadwell supports nursing directly through its professional librarians and their involvement in nursing priorities. Here are just some of the projects that the librarians are involved in with nursing:

♦ Five librarians sit on Collaborative Governance committees (Nursing Research, Nursing Practice, Quality, Ethics and Patient Education)
♦ Librarians are involved with ad hoc nursing groups (Cardiac Practice, CNS Tube Feeding Task Force)
Two librarians are members of the Evidence-Based Nursing Practice core group which began in 2003.

One librarian, in collaboration with the Medical Intensive Care Unit nurses and physicians, has begun attending patient rounds once or twice a week and providing literature searches for various topics as needed. Future collaboration may also include some short teaching sessions, targeted toward the Staff Nurses but open to all, on searching the literature and related topics.

The Clinical Research Program (CRP) is an initiative to enhance professional and career development of clinical investigators and the quality and quantity of clinical research at MGH. Nurse researchers take advantage of the services offered by the CRP, including statistical consultation and assistance with preparing IRB applications and locating funding sources. The CRP also provides a variety of educational sessions available to nurses as well as to other disciplines (attachment 6.28.g).

The Institute for Health Policy (IHP) is dedicated to conducting world-class research on leading health issues. Founded by the Partners Healthcare System and the Massachusetts General Hospital, the IHP also provides decision support and analytic services to the MGH community.
Yvonne L. Munn Post-Doctoral Fellows

2002  Diane L. Carroll, RN, PhD
Improving Health Outcomes in Older Implantable Cardioverter Defibrillator Recipients

2002  Virginia Capasso, RN, PhD
Comparing Methods of Measurement of Wound Volume

2004  Barbara Roberge, RN, PhD
Fatigue in Heart Failure Patients

2005  Amanda Coakley, RN, PhD
The Effects of Complementary Therapy Healing Program in Pain and Healing in Vascular Surgical Patients

2006  Lynda Tyer Viola, RN, PhD
The Relationship between Depression and Fatigue in HIV Positive Pregnant Women

2006  Susan Lee, RN, PhD
Conceptualization, Development, and Testing of Nurse Dose in Relation to Quality Nursing Outcomes
The Doctoral Forum: A strategy to advance nursing science in the clinical setting

Lynda Tyer-Viola, RNC PhD
Donna Perry, RN PhD
Jeanette Ives-Erickson, RN MS
Dorothy A. Jones, RNC EdD, FAAN
Ellen Mahoney, RN DNSc

Vision and Values of MGH Nursing

- Every action is guided by knowledge, enabled by skill and motivated by compassion.

- The practice environment has no barriers and is built on a spirit of inquiry, and reflects a culturally competent workforce.

- We ensure that our practice is caring, innovative, scientific and empowering, and is based on a foundation of leadership and entrepreneurial teamwork.

Advancing Excellence through Collaboration, Education and Research

The Institute for Patient Care

- The Normal Knight Nursing Center for Clinical & Professional Development
- The Yvonne L. Munn Center for Nursing Research
- The Blum Patient & Family Learning Center
- The Center for Innovation and Care Delivery
The Yvonne L. Munn Center for Nursing Research

The Center focuses on the promotion of nursing science through the development, use and evaluation of nursing research and the implementation of roles such as the Nurse Scientist and Nurse Researcher to advance safe, quality and cost-effective patient care through the translation of research into practice.

The Role of the Doctorally Prepared Nurse

- 38 doctorally prepared nurses in Patient Care Services
  - Increase integration of research knowledge at the bedside
  - Foster spirit of inquiry in all nurses
  - Create an intensive consultative and mentoring effort to generate research
  - Promote the growth of doctorally prepared nurses within the clinical environment and acknowledge their unique impact on health care.

The Doctoral Forum

- 1998: Concept of a forum for doctorally prepared nurses introduced by a single Nurse Researcher as a place for researchers to dialogue
- 2002-4 Development of research retreats and intensive meetings with nurse researchers to promote grant writing and development of doctoral scholarship.
- 2005 Introduction of the Doctoral Forum as one Dyad within an organizational infrastructure called research Operations
Yvonne L. Munn Center for Nursing Research

- 2007 Inauguration of the Yvonne L. Munn Center for Nursing research - a formal structure that propels research to practice and makes research visible in caring.
  - Mission: to support the development of nurse scientists, expand nursing knowledge through research and to improve patient outcomes through excellence in nursing practice.

How the Doctoral Forum Works

- Co-led by doctorally prepared nurse scientists
- Designed to use the collective wisdom of group experts to discuss critical issues impacting research
- Promotes achievement not competition
- Provides a continuous celebration of research activities within a learning environment
- Members include all PhD prepared nurses at the MGH, invited guests and faculty and students enrolled in doctoral programs.
Why do members come to the Doctoral Forum?

- To be inspired by other researcher's progress.
- To hear stories of past experiences, successes, barriers, and rejections.
- To support those who are still in doctoral programs from those who have been through it.
- To help those who are in doctoral programs advance to completion.
- To connect with other nurse researchers throughout the institution and beyond.
- To seek ways to inform other departments throughout the institution about nursing research.

Added thoughts

- Generate opportunities for personal input and scholarly dialogue.
- Promote team work with PhD nurses and other groups.
- Support the journey of the nurse scientist.
- Provide opportunities for discussions with other nurse researchers throughout the institution.
- Foster critique of work before presenting to a larger audiences (dissertation or research meetings, proposals).
- Develop strategies to inform other departments throughout the institution about nursing research.

What advice would we give someone who wants to start a Doctoral Forum in their own institution?

- Build a critical mass of nurse scholars.
- Reach out to others outside the institution.
- Promote academic partnerships.
- Continuity of the forum meetings.
- Have committed members interested in advancing research.
- Advance institutional support and development of an infrastructure that supports research.
- Build a sense of community, vision, and values, grounded in reality and focused on improving knowledge-based, patient centered care.
Nursing Research in Action

• Collaborative Governance

2007 Nursing Research Fair: included three mechanisms of promoting and disseminating research:
  – consultation with doctorally prepared nurses about clinical problems or research questions.
  – interactive poster session
  – exhibits of resources to support nursing research.

Research Consultation
PhD Practice Fostered through the Doctoral Forum

- Consultation and Mentorship
- Grant submissions and funding
- Publications
- Presentations
- Growth of Nurse Scientists
- Increased internal resources to support nursing research initiatives
- Teamwork cultivated
- Advancing a nursing and interdisciplinary research agenda

Thank you

For more information Contact:
The Yvonne L. Munn Center for Nursing Research for Dr. Dorothy Jones at djones9@partners.org or http://www.massgeneral.org/pcs/ccpd/cpd_research.asp
The Yvonne L. Munn Nursing Research Awards

1998

“Identification Through Nursing Assessment of Malnutrition in the Heart Failure Patient”

Diane Carroll, RN, PhD
Colleen Higgins, RN, BS
Sandi Nicole, RN, AND

Kristin Mulligan, RN, BS
Sharon Sullivan, RN, MS
Joanne Ciesielski, RN, BS

1999

“Comparison of Two Hemofilters Used for Continuous Venovenous Hemofiltration/Diafiltration”

Mary Liz Bilodeau, RN, MS, CCRN, CS
Nicole Macomber, RN, BS
Katie Brush, RN, MS, CCRN

1999

“Capacity for Direct Attention and Psychological Distress in Patients Undergoing Percutaneous Coronary Intervention for Coronary Artery Disease”

Diane Carroll, RN, PhD
Jessica Hogarth Murray, RN, CS
Lynne Chevoya, RN, CS

2000

“Exploring the Meaning of Cardiopulmonary Resuscitation as a Life Sustaining Treatment for Elderly Patients in Acute Care: The Perspectives of Nurses and Physicians”

Lillian Ananian, RN, MS
Stephanie Gill, RN, BSN
Annette Levitt, RN, MS
Roberta Raskin, RN, MSN
Susan Sheridan, RN, BSN

Susan Chase, RN, EdD
Siobahn Haldeman, RN, MS
Laura Mylott, RN, PhD
Ellen Robinson, RN, PhD
Marla Winne, RN, MS

Johanna Cooper, BA, MSM
Edward Lowenstein, MD
Beth Nagle, RN, MSN, CS
Marissa Shea, RN, BS
Jian Zang, RN, BSN
2000

“An Evaluation of the Pre-Admission Nursing Practice Model Utilizing a Phenomenological Approach”

Jane Flanagan, RNC, PhD(c)  
Joan Braccio, RN, BSN  
Regis MacDonald, RN, BSN  
Janet Dauphinee Quigley, RN, MSN  
Hilda Morrison, RN  
Claire Farrell, RN  
Donna Slicis, RNC, MSN  
Patricia Zelano, RN, JD

2001

“Family Presence During Resuscitation in the Emergency Department”

Patricia Mian, RN, MS, CS  
Susan Warchal, RN  
Susan Whitney, RN, BS  
Debbianne Shahidi, RN, BSN

2001

“Prolonged Mechanical Ventilation and Weaning: A Patient Profile”

Susan R. Gavaghan, RN, MSN

2002-2003

“Evaluating the Environment of Care”

Peggy Doyle Settle, RNC, MS

2002-2003

“Development and Psychometric Evaluation of a Measure of Opinions of Pregnant Women with HIV”

Lynda Tyer-Viola, RNC, MSN
2003-2004

“Recognition and Prevalence of Delirium in Patients Who Fall While Hospitalized in the Acute Care Setting”

Barbara Guire, MS, RN, CS  Monique Mitchell, MS, RN, CS
Jennifer Repper-DeLisi, MS, RN, CS  Susan Kilroy, MS, RN, CS
Laura Sumner, MSN, APRN, BC, ONC  Mary Lussier-Cushing, MS, RN, CS
Constance Murphy Cruz, MS, RN  Leslie Wlodyka, BSN, RN
Erin Kelleher, BSN, RN  Joan Fitzmaurice, RN, PhD

2003-2004

“Evaluating the Drug Dosage Calculation Guide on the Registered Nurses’ Achievement Scores and Multi-step Calculations on an Orientation Medication Assessment”

Laura Sumner, MSN, APRN, BC, ONC  Gail Alexander, BSN, RN, CCRN
Mary McAdams, BSN, RN, BC

2003-2004

Family-Centered Care at MassGeneral Hospital for Children: How Are We Doing and Just How Important Is It?

Mary Lou Kelleher, MS, RN

2004-2005

“Psychological Insulin Resistance: A Study of Patients’ Attitudes, Perceptions and Fears”

Mary E. Larkin, BSN, RN, CDE

2004-2005

“Music as a Therapeutic Intervention in Care of Neuromedical and Neurosurgical Patients”

Alyona Runyans, RN, MA  Whitney Foster, RN, BA
Anastasia Michaelidis, RN  Jennifer O’Neill, RN, BSN
Marion Phipps, RN, MS  Diane Carroll, RN, PhD
2005-2006

“The Effects of Two Types of Informational Reports on the Anxiety Levels of Waiting Family Members During Invasive Cardiac Procedures”

Nicole Spano-Niedermeier, RN  Kelly Trecartin, RN

2006-2007

“The Transition Experiences of Entry into Practice for First and Second Career Nurses”

Donna L. Jenkins, RN, MS, CNA, BC,  Mary Ellin Smith, RN, MS

2006-2007

“Exemplary Presence in Emergency Nursing: A Focused Ethnography”

Kathleen M. Walsh, RN, PhD ©

2006-2007

“The Effects of a Music Intervention on Patients undergoing Cerebral Angiography for the First Time using Procedural Sedation: A Pilot Study”

Theresa Vanderboom, BScN, CNRN

2006-2007

“Evaluation of Basic Arrhythmia Knowledge Retention and Clinical Application by Registered Nurses”

Laura Sumner, Med, MBA, MSN, APRN-BC, ONC  Sheila Burke, BSN, CCRN

Lin-Ti Chang, MSN, RN-C, APRN-BC, CCRN  Mary McAdams, BSN, RN-C

Dorothy Jones, EdD, RNC, FAAN
## Common Patient Problems

**Findings: Department of Nursing**

**Comparison of 2003, 2005 & 2006 Data**

<table>
<thead>
<tr>
<th></th>
<th>2003</th>
<th>2005</th>
<th>2006</th>
</tr>
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<tbody>
<tr>
<td>1.</td>
<td>Pain</td>
<td>1. Anxiety</td>
<td>1. Anxiety</td>
</tr>
<tr>
<td>2.</td>
<td>Anxiety</td>
<td>2. Risk of Infection</td>
<td>2. Risk of Infection</td>
</tr>
<tr>
<td>5.</td>
<td>Fear</td>
<td>5. Risk of Knowledge Deficit</td>
<td>5. Risk of Knowledge Deficit</td>
</tr>
<tr>
<td>7.</td>
<td>Self-Care Deficit (inability to complete ADLs)</td>
<td>7. Obesity</td>
<td>7. Fear</td>
</tr>
<tr>
<td>8.</td>
<td>Immobility</td>
<td>8. Immobility</td>
<td>8. Immobility</td>
</tr>
<tr>
<td>10.</td>
<td>Risk for Injury</td>
<td>10. Airway management</td>
<td>10. Risks for Injury and Self-Care Deficit (inability to complete ADLs)</td>
</tr>
</tbody>
</table>
The purpose of this program is to increase nurses’ knowledge about the care of a patient with a tracheostomy

1 Contact Hour for RN Participants

Massachusetts General Hospital (OH-239/10-1-08) is an approved provider of continuing nursing education by the Ohio Nurses Association (OBN-001-91), an accredited approver by the American Nurses Credentialing Center’s Commission on Accreditation.

Criteria for successful completion include attendance at the entire event and submission of a completed evaluation form.
# The Yvonne L. Munn Center for Nursing Research

## Nurse Scientist Advancement Model
for Doctorally-Prepared Nurses in the MGH Department of Nursing

<table>
<thead>
<tr>
<th>Associate Nurse Scientist</th>
<th>Nurse Scientist</th>
<th>Senior Nurse Scientist</th>
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<tbody>
<tr>
<td><strong>Overview:</strong> The Associate Nurse Scientist is a nurse newly-prepared at the doctoral level and at the beginning of a career in nursing research. This title is given to all nurses upon the completion of the doctoral degree. This individual has a strong clinical background and an emerging area of nursing inquiry that can be further studied and expanded. In this role the Associate Nurse Scientist is expected to begin building a program of research, seek funding (internal and external), contribute to nursing knowledge development and disseminates research at local and national meetings.</td>
<td><strong>Overview:</strong> The Nurse Scientist is a doctorally-prepared nurse researcher who has successfully initiated a career in research. This title is given to all nurses upon the completion of a portfolio that describes accomplishments according to criteria, as designated. This individual has a strong clinical background and specific area of nursing inquiry that is being studied and expanded through funded research projects. In this role, the Nurse Scientist is expected to grow a program of research, seek external funding, contribute to nursing knowledge development and disseminates information at local and national meetings.</td>
<td><strong>Overview:</strong> The Senior Nurse Scientist is a seasoned nurse researcher with expertise in the development, testing, evaluation and utilization of research. This individual has a strong clinical background and specific area(s) of nursing inquiry that have been well defined and studied. The Senior Nurse Scientist has served as a PI on an externally funded study and continues to seek external funding, contributes to nursing knowledge development, disseminates information at local and national meetings and is a leader in the field.</td>
</tr>
<tr>
<td><strong>Major responsibilities</strong></td>
<td><strong>Major responsibilities</strong></td>
<td><strong>Major responsibilities</strong></td>
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<tr>
<td>- development and implementation of a program of research</td>
<td>- development and implementation of a program of research</td>
<td>- continued implementation and evaluation of a program of research</td>
</tr>
<tr>
<td>- dissemination of research findings</td>
<td>- research mentorship to staff nurses</td>
<td>- research mentorship to staff nurses and leadership</td>
</tr>
<tr>
<td>- beginning research mentorship to staff nurses</td>
<td>- facilitation of research utilization in clinical practice</td>
<td>- facilitation of research utilization and conduct of research in clinical practice</td>
</tr>
<tr>
<td>- facilitation of research utilization in clinical practice.</td>
<td>- consultation/collaboration with nurse and other professional colleagues.</td>
<td>- consultation/collaboration with nurses and other professional colleagues internally and externally.</td>
</tr>
<tr>
<td>Associate Nurse Scientist</td>
<td>Nurse Scientist</td>
<td>Senior Nurse Scientist</td>
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<td><strong>Skills/Abilities/Competencies:</strong></td>
<td><strong>Skills/Abilities/Competencies</strong></td>
<td><strong>Skills/Abilities/Competencies</strong></td>
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<tr>
<td>- Evidence of ability to articulate a vision and collaborate effectively with others toward mutual goals.</td>
<td>- Evidence of ability to articulate a vision and collaborate effectively with others toward mutual goals.</td>
<td>- Evidence of ability to articulate a vision for nursing research and collaborate effectively with others toward mutual goals.</td>
</tr>
<tr>
<td>- Demonstrates competence as a beginning nurse researcher through the development of a program of research.</td>
<td>- Demonstrates competence in research through a well-developed program of research.</td>
<td>- Demonstrates expertise in research through a well-developed program of research.</td>
</tr>
<tr>
<td>- Readiness to seeks funding for research.</td>
<td>- Evidence of funded research.</td>
<td>- Continued evidence of funded research.</td>
</tr>
<tr>
<td>- Understands the environments of academic medical centers and is skillful in developing effective relationships and alliances.</td>
<td>- Track record for developing and mentoring less experienced researchers with their programs of study.</td>
<td>- Understands the environments of academic medical centers and is skillful in developing effective relationships and alliances.</td>
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<td></td>
<td></td>
<td>- Mentors inexperienced and experienced researchers with their programs of study.</td>
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<tr>
<th>Reports to:</th>
<th>Reports to:</th>
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<tr>
<td>- Director, The Yvonne L. Munn Center for Nursing Research</td>
<td>- Director, The Yvonne L. Munn Center for Nursing Research</td>
<td>- Director, The Yvonne L. Munn Center for Nursing Research.</td>
</tr>
<tr>
<td>- Has a dual reporting relationship for other job responsibilities.</td>
<td>- Usually has a dual reporting relationship for other job responsibilities.</td>
<td>- May have dual reporting relationship for other job responsibilities.</td>
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<tr>
<th>Protected Time/Mentorship: ** ***</th>
<th>Protected Time/Mentorship: ** ***</th>
<th>Protected Time/Mentorship: ** ***</th>
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<tr>
<td>- 4 hours/week</td>
<td>- 8 hours/week</td>
<td>- Minimum of 20 hours/week</td>
</tr>
<tr>
<td>- Designated research mentor and planned regular meetings with individual to expand research trajectory.</td>
<td>- Office space</td>
<td>- Office Space</td>
</tr>
<tr>
<td></td>
<td>- Designated research mentor and planned regular meetings with individual to expand research trajectory.</td>
<td>- Designated research mentor</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Receive salary increase.</td>
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<tr>
<th>Funding:</th>
<th>Funding:</th>
<th>Funding:</th>
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<tr>
<td>Internal</td>
<td>Internal/External</td>
<td>External</td>
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</tbody>
</table>

* Based on full-time employment within MGH Department of Nursing

** Faculty whose primary role is in academia are not eligible for protected time or mentorship opportunities. Contract and title is negotiated with Director, Yvonne L. Munn Center for Nursing Research.

*Copyright: MGH Institute for Patient Care*
10) Upcoming IRB offerings from the Clinical Research Program

IRB Issues for Bench and Desk Scientists
Libby Hohmann, MD, Chair & Director, Partners IRBs
Wednesday, October 10th, 4:00pm - 5:00pm, Simches 3.110

The purpose of this seminar is to discuss ethical, regulatory, and institutional issues relevant to analysis limited to human biological samples and medical records, and databases. Some of the questions and topics that will be covered include:

- What needs IRB Review? What is exempt?
- What is “Minimal Risk?”
- What is expedited review, and what research qualifies for expedited review?
- What is a “secondary use” of data samples?
- How to effectively provide all information the IRB needs to review your project promptly!
- Outside collaborations - sharing your data and specimens properly.
- Pitfalls and problems to avoid.

This lecture is strongly recommended for new research fellows (both MD's and PhD's using human samples and data) and study coordinators, though all investigators and study staff, experienced or new will benefit, if you have not previously attended. This lecture qualifies for AMA Category 1 credits for investigators and continuing education credits for nurses. Registration is required. Please register by following this link: http://hub.partners.org/catalog/crp-2005-irbseries-bench. Contact Lauren Michaels at lmichaels@partners.org with any further questions.

What Does the IRB Really Want? How to Write a Human Studies Protocol
Libby Hohmann, MD, Chair & Director, Partners IRBs
Wednesday, October 24th, 4:00pm - 5:00pm, Simches 3.110

This lecture is designed for new research fellows and professional staff, research nurses and study coordinators submitting materials to the IRB. This lecture addresses "Full Review Protocols" - those of more than minimal risk which must be considered by a convened meeting of the IRB. It provides practical advice for those preparing protocols for IRB review. What is the IRB: how does it work; what is the best way to interact with it? Find out exactly what the IRB needs to review your study, and how to best and most effectively present your scientific, ethical, and logistical information to the IRB. This lecture is strongly recommended for all new research fellows and study staff.

This lecture qualifies for AMA Category 1 credits for investigators and continuing education credits for nurses. Registration is required. Please register by following this link: http://hub.partners.org/catalog/crp-2006-whatdoesirbwant. Contact Lauren Michaels at lmichaels@partners.org with any further questions.