**Chamberlain University**

**Fellowship Program**

**Guide**



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# Chamberlain University Fellowship Program

## Welcome

Dear Research Fellow,

**(Welcome to be added here from Sherrie)**

## Program Purpose

The purpose of the Chamberlain University Fellowship Program is to provide nurse and healthcare educators and academic partners an opportunity to develop research skills and conduct research and evidence-based projects that will contribute to the growing body of multidisciplinary knowledge which may serve as a conduit for translational research. A dedicated Chamberlain University Fellowship Program would work in conjunction with the Chamberlain Care Model as healthcare research would directly impact the students we teach and ultimately the care of patients and families worldwide. In addition, a growing number of scholars may enhance the reputation of the university through scholarly works.

## Program Goals

Specific goals of the Chamberlain University Fellowship program are as follows:

* Guide faculty and/or academic partners through the scholarly project or research process in the areas of nursing, healthcare or education.
* Support evidence-based practice/education.
* Disseminate study results through presentations and/or publications.
* Build a framework to sustain future nursing, healthcare and education research.

# Framework of Chamberlain Care

The Chamberlain University Fellowship program is based on the framework of Chamberlain Care. Essential to Chamberlain Care is caring for self, caring for colleagues, and caring for students. The central theme of the Chamberlain University Fellowship Program will be caring for colleagues by enhancing faculty development particularly in the area of scholarship. A core of accomplished researchers will be created who in turn can assist others as they begin to travel the road of scholarship. In addition, students will benefit from guidance from faculty who themselves are accomplished scholars. Within the framework of Chamberlain Care, a garden of research will continue to grow as each researcher helps cultivate another.

# Chamberlain University Fellowship Program Overview

In dialogues with nurse educators and through the conduction of a needs assessment, it became apparent that in order to facilitate the process of faculty conducting nursing, healthcare and education research and utilizing the best evidence available for professional practice, guidance was necessary. The intent of the fellowship program is to assist the faculty and academic partners at Chamberlain University in the areas of nursing and healthcare research, evidence-based practice and evidence-based education. A culture of scholarly inquiry within the university would be fostered through guidance and mentoring. The Chamberlain University Fellowship Program would be overseen by the Center for Faculty Excellence. A faculty development specialist would guide the inaugural research fellows through all phases of their initial research or scholarly projects and resulting presentations and/or publications.

An additional anticipated benefit of the Chamberlain University Fellowship Program will be to create a core of nurses and health professionals who become familiar with research and evidenced-based nursing education. As such, they will be able to mentor the collegial faculty. Caring for colleagues will be the resounding theme of the Chamberlain University Fellowship Program as nurses, health professionals and educators actively conduct research and teach colleagues to do the same.

## Fellowship Program Key Components

### Selection Process

A call for applicants to the Chamberlain University Fellowship Program will be initiated via communication from the Center for Faculty Excellence. Special information sessions will be made available to raise awareness, engage the faculty in the process, and illicit interest in research. The selective application procedure will be reviewed through a blind process using scholarly university nursing and healthcare faculty (see Appendix 2 for the Research/Evidence-Based Practice Project Proposal Evaluation Form).

### Eligibility Criteria

All applicants must be full-time faculty or academic partners who have been employed by Chamberlain University for a minimum of one year. Approval must be obtained by the applicants’ dean/director prior to submission of the application.

### Fellow Qualifications

* Doctoral degree (preferred). Please note: the fellowship scholarly project or research study is not to be used as a component of required coursework in any graduate program.
* Minimum of one year of full-time employment as a Chamberlain colleague
* Completion of the IRB basic course for the Protection of Human Subjects
* Completion of Master Instruction Level 1
* Recommendation by direct supervisor/manager

## Duration of the Fellowship Program

The expected length of the Chamberlain University Fellowship Program will be at least one year. It is expected during this year that the faculty member or academic partner will develop and implement a research study or evidence-based scholarly project. The dissemination phase may require additional time in excess of one year.

### Program Timeline

For additional information on program tasks and activities review the following:

* [Fellowship Program Timeline Week 1 – 12](https://dvi-my.sharepoint.com/personal/d41100385_dvuadmin_net/Documents/Desktop/Q1_19-20/Fellowship/Fellowship%20Program%20Timelin1.docx?web=1)
* [Fellowship Program Timeline Week 13 – 24](https://dvi-my.sharepoint.com/personal/d41100385_dvuadmin_net/Documents/Desktop/Q1_19-20/Fellowship/Fellowship%20Program%20Timelin1.docx?web=1)
* [Fellowship Program Timeline Week 25 – 48](https://dvi-my.sharepoint.com/personal/d41100385_dvuadmin_net/Documents/Desktop/Q1_19-20/Fellowship/Fellowship%20Program%20Timelin1.docx?web=1)
* [Fellowship Program Timeline Week 49 – 54](https://dvi-my.sharepoint.com/personal/d41100385_dvuadmin_net/Documents/Desktop/Q1_19-20/Fellowship/Fellowship%20Program%20Timelin1.docx?web=1)

## Program Oversight

Ongoing oversight of the Chamberlain University Fellowship Program will be the responsibility of the Program Facilitator in the Center for Faculty Excellence. Responsibilities of this role will include providing support and direction for the research fellows in the planning and implementation of a research study or scholarly project. Additionally, the research fellows will complete a course within the CITI program focusing on research study design, implementation and evaluation. Ongoing mentoring sessions with the program facilitator will be held on a monthly basis or more frequently if needed. An evaluation of the overall program effectiveness will be completed at the conclusion of one year.

## Expectations of the Research Fellows

Expectations for the pioneer research fellows include design and implementation of a research study or scholarly project and dissemination of findings. All research fellows will be required to complete the CITI Research Study Design Course. This course consists of 11 modules. There is an exam following each module on which the research fellow must achieve at least 80%. Retakes of the exam are permitted if the research fellow did not achieve 80% following a review of the material in the module. Attendance at scheduled mentoring meetings will be expected and updates on the progress of the studies will be provided by the fellows to the Center for Faculty Excellence on a monthly basis over the course of the fellowship. In addition, the research fellows’ progress will be shared with members of the nursing leadership team regularly over the course of the fellowship. The fellows will be required to commit to the research or evidence-based project for a period of a minimum of one year or potentially longer to facilitate the dissemination phase. Additionally, mentoring sessions with the program facilitator will be an integral component of the fellowship program. These sessions may include a review of the material learned within the CITI course with particular attention to the components necessary to conduct a research study or scholarly project. These may include but are not limited to formulating a research question, conducting a literature search, identifying peer-reviewed publications, writing in APA format, selecting an appropriate tool for data collection, submitting an application for IEAR/IRB approval when appropriate, implementation of a research study or scholarly project, data analysis, significance of research findings, implications for professional practice, dissemination of research findings and translating research findings into practice.

# CITI Research Study and Design Course

| The CITI Research Study and Design Course is composed of 11 modules. In order to complete the course and receive credit all modules need to be completed sucessfully. CITI Research Study and Design Course Modules |  |
| --- | --- |
| * Module 1: Introduction to Scientific Research (ID 17581) * Module 2: Observational Research (ID 17582) * Module 3: Interventional Research (ID 17583) * Module 4: Quantitative Research (Statistical Reasoning and Hypothesis Testing) — Part 1 (ID 17584) * Module 5: Quantitative Research (Statistical Reasoning and Hypothesis Testing) — Part 2 (ID 17585) * Module 6: Survey Research: Designing the Instrument (ID 17586) * Module 7: Survey Research: Conducting the Research (ID 17587) * Module 8: Qualitative Research Methods (ID 19101) * Module 9: Mixed Methods Research (ID 17588) * Module 10: Data Management (RCR-Basic) (ID 16600) * Module 11: Reproducibility of Research Results (ID 17756) |  |

## Module 1: Introduction to Scientific Research

### Learning Objectives

By the end of this module, you should be able to:

* Identify steps in the scientific method.
* Discuss how to structure a hypothesis.
* Discuss the role of the Institutional Review Board (IRB).

### Assignment

Read all of Module 1 (including all case studies). In addition, please watch all videos. Take the exam at the conclusion of Module 1. You must score at least 80% on the exam to receive credit for passing Module 1. You may retake the exam after you review the material if you do not receive a passing score.

## Module 2: Observation Research

### Learning Objectives

By the end of this module, you should be able to:

* Describe different types of observational research designs.
* Identify which research designs best fit research goals and objectives.
* Describe the strengths and limitations of some of designs.

### Assignment

Read all of Module 2 (including all case studies). In addition, please watch all videos. Take the exam at the conclusion of Module 2. You must score at least 80% on the exam to receive credit for passing Module 2. You may retake the exam after you review the material if you do not receive a passing score.

## Module 3: Interventional Research

### Learning Objectives

By the end of this module, you should be able to:

* Describe the different types of broad intervention study types.
* Describe different interventional study designs.
* Identify special considerations associated with interventional research designs.

### Assignment

Read all of Module 3 (including all case studies). In addition, please watch all videos. Take the exam at the conclusion of Module 3. You must score at least 80% on the exam to receive credit for passing Module 3. You may retake the exam after you review the material if you do not receive a passing score.

## Module 4: Quantitative Research (Statistical Reasoning and Hypothesis Testing) — Part 1

### Learning Objectives

By the end of this module, you should be able to:

* State the purpose of hypothesis testing and describe the effects of variability on research findings.
* Describe measures of central tendency and differentiate between mean, median, and mode.
* Define variability and differentiate among different variability indices.
* Explain basic probability concepts and state why probability is an important concept underlying statistical reasoning.

### Assignment

Read all of Module 4 (including all case studies). In addition, please watch all videos. Take the exam at the conclusion of Module 4. You must score at least 80% on the exam to receive credit for passing Module 4. You may retake the exam after you review the material if you do not receive a passing score.

## Module 5: Quantitative Research (Statistical Reasoning and Hypothesis Testing) — Part 2

### Learning Objectives

By the end of this module, you should be able to:

* Describe different sampling distributions and how they relate to central tendency and variability.
* Differentiate between sensitivity and specificity and understand Type I and II errors.
* State the definition and purpose of confidence intervals and be able to construct them.

### Assignment

Read all of Module 5 (including all case studies). In addition, please watch all videos. Take the exam at the conclusion of Module 5. You must score at least 80% on the exam to receive credit for passing Module 5. You may retake the exam after you review the material if you do not receive a passing score.

## Module 6: Survey Research: Designing the Instrument

### Learning Objectives

By the end of this module, you should be able to:

* Specify the goals and target population for a survey instrument.
* Describe how to generate or adapt survey items to be appropriate for the target population.
* Describe how to choose response scales for survey items.
* Identify ways to minimize socially desirable responding.
* Describe how to convene and work with expert panels and focus groups.

### Assignment

Read all of Module 6 (including all case studies). In addition, please watch all videos. Take the exam at the conclusion of Module 6. You must score at least 80% on the exam to receive credit for passing Module 6. You may retake the exam after you review the material if you do not receive a passing score.

## Module 7: Survey Research: Conducting the Research

### Learning Objectives

By the end of this module, you should be able to:

* Identify ways of adapting surveys for new populations.
* Describe different types of samples and sampling techniques.
* Identify different ways to administer surveys.
* Describe different ways to manage missing data.
* Identify issues associated with confidentiality and ways to protect the confidentiality of data.
* Discuss issues associated with longitudinal studies.
* Discuss methods for triangulating self-reported data with objective measures.
* Identify the steps associated with preparing data for analysis.
* Describe dishonest or invalid responding.

### Assignment

Read all of Module 7 (including all case studies). In addition, please watch all videos. Take the exam at the conclusion of Module 7. You must score at least 80% on the exam to receive credit for passing Module 7. You may retake the exam after you review the material if you do not receive a passing score.

## Module 8: Qualitive Research Methods

### Learning Objectives

By the end of this module, you should be able to:

* Describe what qualitative research is and when it is appropriate to use.
* Describe the differences among the major qualitative research designs.
* Identify the appropriate design for a research question.
* Identify the major design decisions to consider in a qualitative study.

### Assignment

Read all of Module 8 (including all case studies). In addition, please watch all videos. Take the exam at the conclusion of Module 8. You must score at least 80% on the exam to receive credit for passing Module 8. You may retake the exam after you review the material if you do not receive a passing score.

## Module 9: Mixed Methods Research

### Learning Objectives

By the end of this module, you should be able to:

* Describe the rationale for using a mixed method design.
* Describe the different mixed methods designs.
* Identify the major design decisions to consider in a mixed methods study.

### Assignment

Read all of Module 9 (including all case studies). In addition, please watch all videos. Take the exam at the conclusion of Module 9. You must score at least 80% on the exam to receive credit for passing Module 9. You may retake the exam after you review the material if you do not receive a passing score.

## Module 10: Data Management (RCR-Basics)

### Learning Objectives

By the end of this module, you should be able to:

* Describe core issues about data management that arise during the research process.
* Discuss methodological, technological, and legal-regulatory considerations that affect data management decisions.
* Describe ethical and compliance issues relating to data ownership, data sharing, and data protection.

### Assignment

Read all of Module 10 (including all case studies). In addition, please watch all videos. Take the exam at the conclusion of Module 10. You must score at least 80% on the exam to receive credit for passing Module 10. You may retake the exam after you review the material if you do not receive a passing score.

## Module 11: Reproducibility of Research Results

### Learning Objectives

By the end of this module, you should be able to:

* Discuss the scope and harm of the reproducibility problem.
* Identify the factors that can lead to irreproducibility.
* Describe the stakeholders affected by the reproducibility problem.
* Describe how stakeholders are seeking to address reproducibility concerns.
* Describe strategies that can prevent irreproducibility.

### Assignment

Read all of Module 11 (including all case studies). In addition, please watch all videos. Take the exam at the conclusion of Module 11. You must score at least 80% on the exam to receive credit for passing Module 11. You may retake the exam after you review the material if you do not receive a passing score.

# Expectations of Research Fellow Program Participants

Reliability - Always prepared, on time and in time; follows through on promises and commitments.

Competence - Demonstrates an up-to-date stable core of knowledge necessary to practice successfully in one’s field.

Mutual Respect –Treats colleagues the way that one would like to be treated; is conscious and aware of boundaries.

Civility - Seeks common ground as a starting point for dialog; is able to disagree without disrespect.

Accountability - Takes responsibility for one’s own actions and works to resolve issues in a timely manner.

Integrity - Consistently exhibits honesty and truthfulness in one’s actions; demonstrates sound moral and ethical principles.

# Fellowship Program Evaluation Strategies

* Annual Program Evaluation Summary Data
* Rank and Promotion Data for Program Participants - Pre- and Post-Program Implementation
* Scholarship Data for Program Participants – Publications, professional presentations, research studies, certifications, leadership in professional organizations (Pre- and Post-Program Implementation)

# Chamberlain University Fellowship Program Documentation Tools - Appendices

## Appendix 1: [Chamberlain University Fellowship Application Form](https://lms.courselearn.net/lms/CourseExport/manual/interactives/CFE/Fellowship/Fellowship_Application_Form.pdf)

## Appendix 2: [Research/Evidence-Based Practice Project Proposal Evaluation Form](https://lms.courselearn.net/lms/CourseExport/manual/interactives/CFE/Fellowship/Project_Proposal_Evaluation_Form.pdf)

## Appendix 3: [Dean/Director Fellowship Recommendation Form](https://lms.courselearn.net/lms/CourseExport/manual/interactives/CFE/Fellowship/Fellowship_Program_DeanDirector_Recommendation_Form.pdf)

## Appendix 4: [Research Fellow Profile](https://lms.courselearn.net/lms/CourseExport/manual/interactives/CFE/Fellowship/Fellowship_Program_Fellow_Profile.pdf)

## Appendix 5: [Research Fellow Self-Assessment](https://lms.courselearn.net/lms/CourseExport/manual/interactives/CFE/Fellowship/Fellowship_Program_Fellow_SelfAssessment.pdf)

## Appendix 6: [Fellowship Program Evaluation Form](https://lms.courselearn.net/lms/CourseExport/manual/interactives/CFE/Fellowship/Fellowship_Program_Annual_Program_Evalutaion.pdf)

## Appendix 7: [Fellowship Program Agreement Form](https://lms.courselearn.net/lms/CourseExport/manual/interactives/CFE/Fellowship/Fellowship_Program_Agreement.pdf)

Appendix 8: [Scholarship Decision Tree](https://lms.courselearn.net/lms/CourseExport/manual/interactives/CFE/Fellowship/Scholarship_Decision_Tree.pdf)

# Additional Resources

The following resources can be found in the [Center for Faculty Excellence Faculty Portal](https://library.chamberlain.edu/friendly.php?s=CFEportal) under [Scholarship Tools](https://library.chamberlain.edu/CFEportal/ScholarshipTools) as well as other useful resources.

## Chamberlain University CCN Template

## Chamberlain University CHP Template

## Project Poster Mock-Up Template

## Faculty Poster Presentation and Publication Submission Form

## Faculty Abstract Approval Request Form

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