Fostering Career Development: A New Model to Advance Scholarship and Research of Early-Career Clinical Faculty in Child and Adolescent Psychiatry

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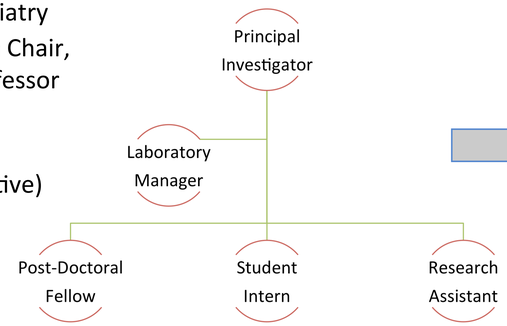
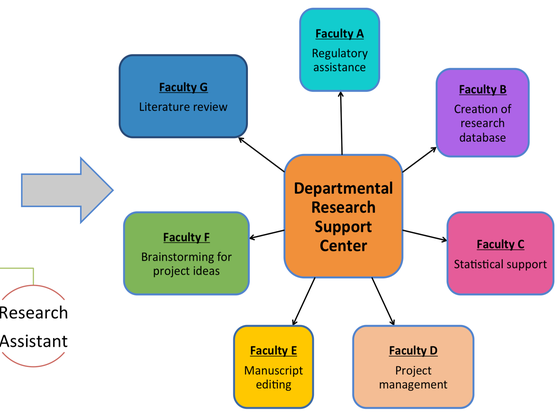
DEVELOPMENT OF A RESEARCH SUPPORT CENTER

- A research support center was set up in 2015 to assist early-career clinical faculty at the Division of Child and Adolescent Psychiatry
- The Center is funded by an endowment fund of the Division Chair, and staffed by two research assistants and an Assistant Professor
- A steering committee of senior faculty provides guidance
- Research staff is proficient in:
  - Research design & administration (quantitative, qualitative)
  - Project management (study start-up & close-out)
  - Data management & analysis
  - Literature review
  - Regulatory application
  - Review/editing of manuscript, poster, & grant applications
  - Curriculum & instruction design
- Assistance is requested in the following way:
  - Faculty submits a request via an online ticketing system
  - Request is vetted during team meeting
  - A staff member is assigned to the faculty
  - A work plan is formulated with the faculty
  - Documentation of project deliverables & outcomes

CONVENTIONAL RESEARCH SUPPORT MODEL



NEW RESEARCH SUPPORT MODEL



- The Center develops 4 core services: i) consultation & assistance; ii) skill-building, iii) mentorship opportunity, iv) faculty engagement
- With our new model, one staff member can be assigned to multiple faculty to complete various assignments
- More efficient and stream-lined resource management for early-career faculty who don't need full-time assistance

BENEFITS OF THE NEW MODEL

- Completion of research-related tasks
- Ability to meet scholarship deadlines
- Increased scholarly outputs
- More competitive for grant funding
- Higher levels of engagement & motivation in research

FACULTY FEEDBACK

"With the support, not only is scholarship possible, but is now one of the reasons why I look forward to coming to work everyday."

"…the support has been invaluable in moving projects forward - without them, getting my research studies off the ground would have taken weeks to months longer and/or may not have been able to proceed as planned."

"…truly an invaluable resources for faculty in working toward promotion & building a program of research."

CHALLENGES / SOLUTIONS

Challenges	Solutions
Lack of time for research	• Creating work plans & project management • Delegation of tasks to staff member(s) • Matching faculty with student interns
Lack of research methodology skills	• Teaching skill-building workshops • Center provides lunch & learn sessions • Conducting one-to-one tutorial
Limited analytical support	• Assisting in creating research databases & data management • Providing statistical analysis support
Minimal collaboration & engagement	• Setting up scholarly peer review groups • Scholarly events: poster symposia, chalk talk, publication/awards kudos
Confusing resource management	• Creating a centralized online resource • Circulating information on resources, grants, etc. • Centralized platform for getting research support

OUTCOMES

- Program outcomes were evaluated based on faculty survey & monitoring of scholarly outputs
- Faculty survey results (N=41):
  - 28 faculty (68%) indicated they requested regular support from the Center
  - 96% (n=27) indicated that the Center:
    - ✧ Provides more expedient assistance than university-wide resources
    - ✧ Delivers valuable research-related support
    - ✧ Is effective in advancing their scholarly efforts
- Scholarly outcomes include:
  - 31 newly-initiated IRB-approved projects
  - Creation of 22 research databases
  - A 120% increase in grant writing ability post-workshop
  - Creation of 7 new programs for faculty to increase their mentoring & research skills
  - A substantial increase in manuscripts submissions/ publications & presentations at professional conferences
  - An excitement about doing research & developing scholarship within the Division

LESSONS LEARNED

- Hire highly qualified research staff with good inter-personal skills who are able to function both as a research consultant and assistant
- Get the support of administrators and senior faculty members
- Conduct a needs assessment study to learn areas of concern
- Build trust with faculty by maintaining a clear communication & consistently meeting deadlines
- Meet faculty regularly to keep task and project moving
- Create goals for each project with reasonable action plans
- Research staff to continue learning new skills & developing professionally
- Document everything electronically

CONCLUSIONS

- This new model demonstrated ***excellent feasibility and impact in enabling early career clinical faculty*** practicing in academic medicine setting ***to develop a robust research agenda while still managing demanding clinical and administrative workload.***