

**In-person**  
March 13-16, 2024

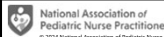
**Virtual**  
May - July 31, 2024

## 45th National Conference on Pediatric Health Care

---

### Finding Funding: Strategies to Support your Scholarly Work

NAPNAP Research Committee  
 Jessica Bahorski, PhD, APRN, PPCNP-BC, WHNP  
 Kristi Westphaln, PhD, RN, CPNP-PC




National Association of  
Pediatric Nurse Practitioners  
© 2014 National Association of Pediatric Nurse Practitioners

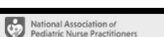
Experts in pediatrics, Advocates for children.

1

## Speaker Disclosure

The speakers have nothing to disclose.



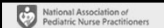


National Association of  
Pediatric Nurse Practitioners

2

## Learning Objectives

- Identify how to match your ideas to specific funding opportunities.
- Describe key components of a grant proposal.
- Discuss key tips for successful application submission.




National Association of  
Pediatric Nurse Practitioners


3

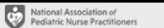
## Introductions

Kristi Westphaln PhD RN CPNP-PC  
UCLA School of Nursing



Jessica Bahorski PhD PPCNP-BC WHNP  
Florida State University, College of  
Nursing





National Association of  
Pediatric Nurse Practitioners

4

## Audience Engagement

- Tell us more about your scholarly work. Which type of work do you do most of the time?
- What is your experience obtaining funding for your scholarly work?
- What do you want to learn from this presentation?

5

## Getting Started

Purpose  
PICOT  
ROL

6

## The Purpose of your Project

- What is your idea/topic of interest?
- How will you frame your project? **Research vs EBP vs QI**



**Research:** the systematic and objective process designed to generate new evidence (Polit & Beck, 2020)

**EBP:** using existing evidence to make decisions in patient care (Melnyk & Fineout-Overholt, 2023)

**QI:** “the systematic approach to analyzing performance, identifying areas for improvement, and evaluating change implemented to improve care” (Kawar et al., 2023, p. 43)

7

- Consider using the PICOT format to guide your inquiry/get organized:

Population/Problem  
Intervention/Exposure  
Comparison  
Outcome  
Time

8

## Why conduct a literature review???

### • Strategies to consider:

1. General literature review (generic, less comprehensive, less rigor)
2. Systematic review with meta-analysis (systematic approach, synthesize and appraise evidence, comprehensive, may or may not involve statistical testing of effect)
3. Scoping review (identify nature and extent body of evidence, rigor varies, can include different types of evidence)
4. Rapid review (often involves policy or practice issues, systematic approach, time sensitive)



How might reviewing the literature relate to funding??

## I have the idea, a PICOT question, and reviewed the literature.... Now what?

Types of Grants  
Funding Mechanisms

## Types of Grants

### • Research vs EBP vs QI Grants

NOTE: Each has their own language (study vs project)

### • Programmatic Grants

- Disseminating EBPs
- Educational Programs that serve the community
- Workforce Expansion
- Center Grants: large multi-project efforts with diverse research activities (ex: NIH P1, P30, P50)



### • Training Grants: gain new knowledge or skills (innovation, leadership)

NIH -> T32, K01, or R25

Hospital -> CHLA has an EBP fellowship and postdoctoral fellowship for nurses

## Potential Funding Mechanisms

### • NIH RePORTER

### • Grants.gov

### • Institutional Grant Support Office/Resources

- Pivot <https://pivot.proquest.com/>

- SPIN <https://www.infoedglobal.com/products/spin-global-suite/>

### • Health Care System Development Office

### • Professional Organizations



## NIH RePORTER

<https://reporter.nih.gov/>

Quick search  
Matchmaker

13



## Potential Funding Mechanisms



- Institutional Funding (Hospitals, Universities)
- Foundation Funding (California Endowment)
- Professional Organizations (Sigma Theta Tau, SNRS, NAPNAP, SPN)
- Grocery stores/insurance companies
- National Institutes of Health (NIH), Health Resources & Services Administration (HRSA), Agency for Healthcare Research Agency (AHRQ), Patient-Centered Research Institute (PCORI)

THE UNIVERSITY OF ALABAMA AT BIRMINGHAM

Center for Clinical and Translational Science

14

## NAPNAP Grants

<https://www.napnapfoundation.org/grantsscholarships/grantsscholarships>

2019	Down Murphy: Teens' Experiences with Seeing a Grounded Theory Study, Kelly Prietzel: Understanding SIDS Through Social Media
2018	Hiba Al-Judeh: The Association of Mindfulness with Stress, Depression, and Anxiety and Diabetes-Related Outcomes among Adolescents with Type 1 Diabetes, Lisa Miniduly: A Solution-Focused Approach: What Low-Income Parents with Young Children Need from Stress-Regulation Smartphone Apps, Mary Thompson: Focus Groups to Inform Design of a Mobile Health System to Support Transition-Age Youth with Epilepsy
2017	Jessica Bakoraki: Parental Self-Efficacy, Feeding Practices, and Weight in Infancy: A Secondary Analysis, Colleen McGivern: COPE for Autism: A Cognitive Behavior Skills-Building Intervention for Children with Autism, Jennifer Sonney: Child Asthma Management Program (CHAMP) Usability and Acceptability Study
2016	Elleen Condon: Maternal Protective Factors in Multiracial Maternal-Child Dyads: A Study of Physiological, Health and Developmental Outcomes in School-Age Children, Valerie Martinez: An Examination of Factors Affecting Quality of Life for Children with Asthma and their Caregivers in Southeast Georgia, Barbara Robert: Improving breastfeeding outcomes of IHC populations with mHealth enhanced peer-counseling interventions: Evaluation of the pilot program, BinaDC, Regina Sprattling: Parental Symptom Management for Their Children (Psm) Medical Technology
2015	Jessica Pagano-Therrien: Research participation decision-making and research fatigue among youth and parents of youth with chronic health conditions, Elizabeth Skand: Breastfeeding practices among Latina mothers in an urban office setting
2014	Naima Tate: Looking Through My Eyes: A Prospective Study on the Influences of Eating, Physical Activity, and Body Image in Urban African American, Latino American and Caucasian American Adolescents, Karen Johnson: A qualitative exploration of addressing health-risk behaviors during sports physicals, Catherine Goodhue: Development of an Intestinal Rehabilitation Disaster Survival Toolkit for Families with Special Health Care Needs

15

## You found a match, now what?

- First steps
- Building a team
- Understanding grant composition
- The grant life cycle
- Before you submit

16

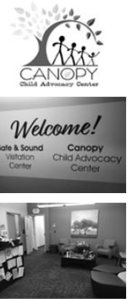
## First Steps

- Read and follow the directions
- Reach out to program officers or foundation boards
  - <https://www.calendow.org/grants/>
  - <https://www.rwjf.org/en/grants.html>
- Seek advice and use your resources
  - Collaboration with a clinical site or faculty researcher
- Identify Community partners – MOU and letters of support
- IRB review – needed before or after applying
- Feasibility - time & resources to pull it together



## What is a MOU?

- MOU = memorandum of understanding
- Mutual agreement that specifies relationships
- Sets the “ground rules”
- Institutions, researchers, community partners, agencies
- Not considered a legally binding contract
- It isn't always a speedy process
- Lots of templates available: ask your partners



## Example: MOU + Letters of Support COMMUNITY PARTNERS and TEAM LEADS

Jennifer Johnson, Director of the Canopy Child Advocacy Center  
 Leslie Quilty, Domestic Violence and Child Advocacy Center  
 Melissa Graves, Domestic Violence and Child Advocacy Center  
 Tamara Chapman-Wagner, Department of Child and Family Services  
 Joshua Friedman MD, Metro Health  
 Jennifer Driscoll, Cuyahoga County Prosecutors Office  
 Kirsti Mouncy, Chief Program Officer of the Cleveland Rape Crisis Center  
 Michael Connolly, City of Cleveland Police Department  
 Rosemary Creeden, Frontline Services  
 Kimberly Kiley, Frontline Services  
 Nicole Miller, Frontline Services

## Building a Research/Project Team

- Research mentor
  - DNP/PhD collaboration
- Institutional support/leadership
- Research Administrative Support Team or Sponsored Programs Office (University or Health Care settings)
- Administrative assistance (project manager, research assistant)
- Data collection/management plan
- Statistical support
- Students:
  - DNP: Faculty Advisor, Clinical Facilitator, DNP Project Committee Members
  - PhD: Dissertation Committee Chair, Dissertation Committee Members



23


# NIH Biographical Sketch (biosketch)

What is it?

Name, Position, Education/Training  
Institution and Location (field of study)

- Personal Statement (should be tailored to fit your grant)
- Positions, Scientific Appointments, and Honors
- Contributions to Science

SciENcv: <https://www.ncbi.nlm.nih.gov/myncbi/>


 National Association of  
Pediatric Nurse Practitioners

22

24

# Anatomy of a Grant

- Specific aims/SMART Goals
- Proposal/Templates
- Biosketch, CV, resume
- Budget
- Letters of Support
- Data management/storage
- Diversity/equity/inclusion considerations (NIH/NINR)
- Navigating the IRB
- Designing for dissemination (reviewers are looking for this)

 National Association of  
Pediatric Nurse Practitioners

23

23

[illegible]

24

## Anatomy of a Grant: Designing for Dissemination

What does that mean?

Why does it matter?



25

## What is dissemination?

"the targeted distribution of information and intervention materials to a specific public health or clinical practice audience."  
(National Institutes of Health)

## What makes dissemination community-engaged?

"engaging stakeholders (e.g., community members, practitioners, community organizations, etc.) with diverse perspectives, experience, and expertise to provide tacit community knowledge regarding the local context, priorities, needs, and assets."  
(Schlechter, Del Fiol, & Lam et al. 2021)

26

Much of my take on dissemination comes from my background in health media/journalism...



27

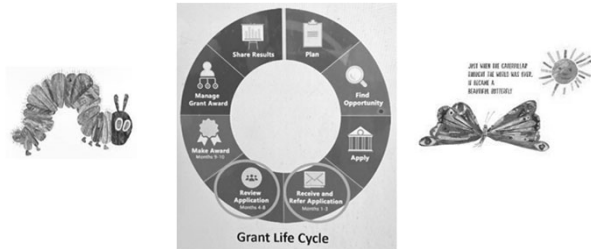
## For your consideration: The translational science health benefits model



<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5759346/>

28

## The Grant Life Cycle

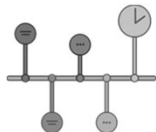


## Before you hit submit

- Content Edit
  - Are all of the essential components present?
  - Is the proposal coherent/flow?
  - Would someone who is unfamiliar with the study/project understand?
- Copy Edit
  - Sloppy submissions will not get funded
  - Make it look good – strategic underlining, bolding
  - Clear tables, logic models, infographs
  - Copy edits – copy editor, Grammarly
- Peer Review
  - You want high quality feedback
  - Mock review

## Lessons Learned: Jessica

- Timeline – it always takes longer than you think to complete the work
- Validated questionnaires
- Know the literature



## Lessons Learned: Kristi

- Start early
- Set realistic IRB expectations
- Dealing with Rejection  
(aka never give up)
- Celebrate the submission






Questions?

33

## References & Resources

- Kawar, L. N., Aquino-Manejia, E. M., Failla, K. R., Flores, S. L., Squier, V. R. (2020). Research, evidence-based practice, and quality improvement simplified. *The Journal of Continuing Education in Nursing*, 54, 40 - 48. <https://doi.org/10.3928/00220124-200221207-09>.
- Melnyk, B. M. & Fineout-Overholt, E. (2023). *Evidence-based practice in nursing & healthcare* (5<sup>th</sup> ed.). Wolters-Kluwer.
- Polit, D. & Beck, C. (2020). *Nursing research: Generating and assessing evidence for nursing practice* (11<sup>th</sup> ed.). Wolters-Kluwer.
- Schlechter, C.R., Del Fiol, G., Lam, C.V., Fernandez, M.E., Greene, T., Yack, M., Schulthies, S., Nelson, M., Bohner, C., Pruhs, A., Siaperas, T., Kawamoto, K., Gibson, B., Nahum-Shani, I., Walker, T.J., & Wetter, D.W. (2021). Application of community - engaged dissemination and implementation science to improve health equity. *Preventative Medicine Reports*. 24. <https://doi.org/10.1016/j.pmedr.2021.101620>
- <https://www.nih.gov/grants-funding>
- <https://www.uab.edu/research/home/osp-federal-grants/federal-funding>

 National Association of  
Pediatric Nurse Practitioners

34

34