

Developing a Program of Research: Part 2

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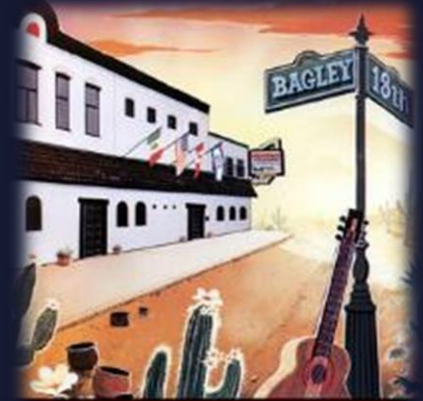
Key elements for developing a program of research

- Passion!
- Significance
 - Importance of the problem
 - Strong science base to support approach
 - If successful – what changes will this make in the science?
In addressing the problem?
- Innovation
 - What are novel theoretical concepts, approaches or methodologies, instrumentation, or interventions?
- Impact
 - What difference will this make?
- Resources
 - Funds, expertise, infrastructure



Program of Research

- Passion!
 - Working with Latino populations and communities
 - Children and adolescent focus
- Teams
 - Interdisciplinary
 - Local/national/global
 - Research and advocacy networks
- Focus
 - Reducing Latino adolescent sexual risk behaviors
 - Research to practice and policy



Advancing the Science of Sexual Risk Reduction Among Mexican and Latino Youth: A Program of Research

- Development of effective interventions to reduce sexual risk behavior
 - Adolescent and parent focused
- Theoretically and culturally grounded
- Collaborative
 - Bi-national
 - Between universities
 - Schools and communities
- Efficacy – through dissemination and implementation

Adolescent Interventions

2011-2015	<i>Mas que un sueno. Parent and adolescent interventions to prevent teen pregnancy.</i> Co-Investigator, L. O'Donnell PI, ACYF, HHS.
2001-2006	<i>Reducing HIV Risk Among Mexican Youth.</i> Principal Investigator, NINR. 1R01NR008059
1999-2003	<i>Reducing HIV Risk Among Latino Youth.</i> Principal Investigator, NIH. 5R01NR004855



Parent Interventions

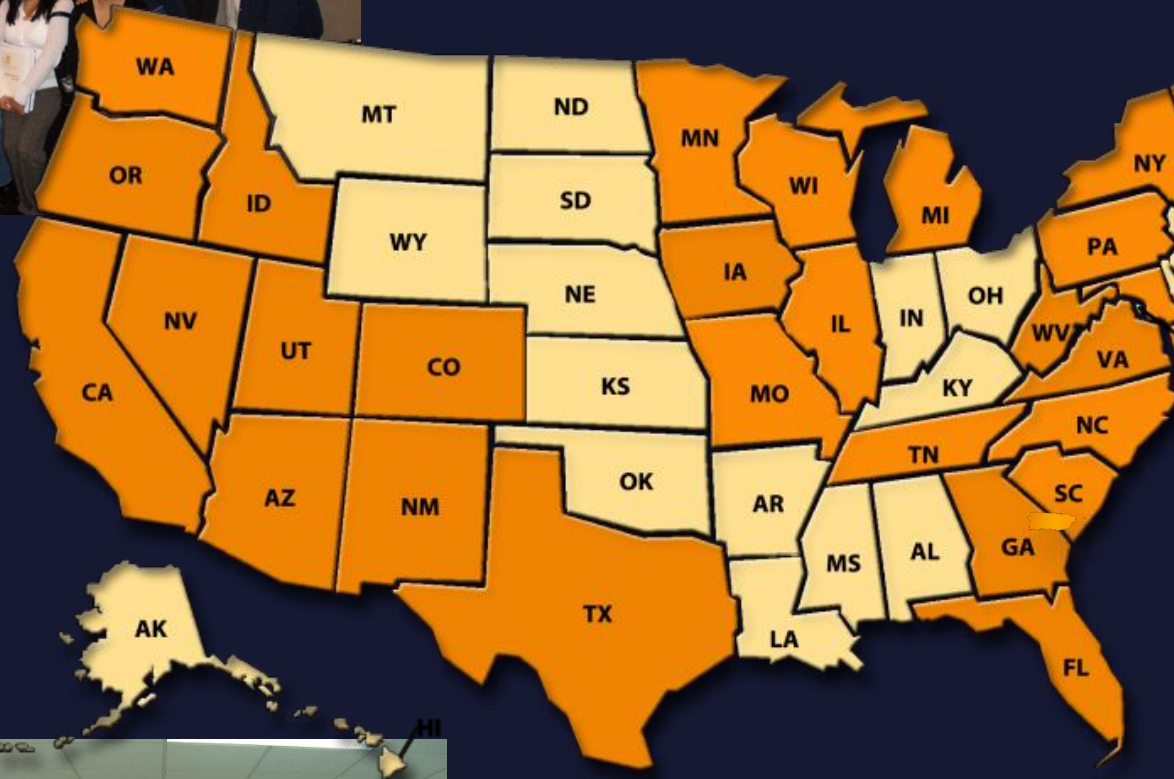


2012-2017	<i>Testing a Latino Web-based Parent-Adolescent Sexual Communication Intervention.</i> Co-PI. NINR, NIH. 1R01NR013505 (Cuidalos, PR)
2007-2010	<i>A Computer-Based Parent/Adolescent HIV Communication Intervention for Latinos.</i> Principal Investigator, NINR. 1R21NR010457
2004-2007	<i>HIV Prevention Among Oaxacan Youth.</i> Principal Investigator, Fogarty International Center, NIH. 1R03TW006979
2001-2006	<i>Reducing HIV Risk Among Mexican Youth.</i> Principal Investigator, NINR. 1R01NR008059

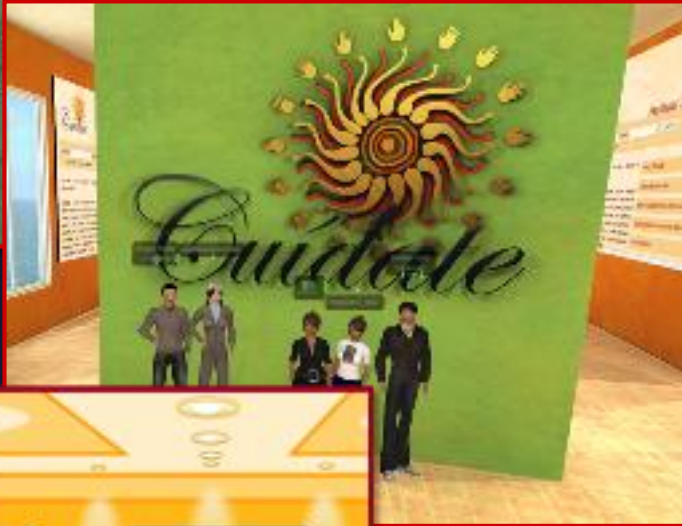
Summary

- Evidence of efficacy of adolescent and parent interventions
 - Provides additional support in addressing both abstinence and safer sex in sexual risk reduction with youth
- Acceptability and feasibility of the intervention in multiple communities and formats
- One of the few RCT's to demonstrate the long-term effectiveness of an intervention for English or Spanish dominant Latino adolescents





Use of Technology



2012-Present	<i>Testing a Latino Web-based Parent-Adolescent Sexual Communication Intervention.</i> Co-PI. NINR, NIH. R01 NR013505
2012-2014	<i>Using Second Life to Develop Facilitator Capacity to Implement a Latino HIV Prevention EBI.</i> Co-PI. NIMH, NIH. 5R21 MH095723
2007-2010	<i>A Computer-Based Parent/Adolescent HIV Communication Intervention for Latinos.</i> P.I., NINR.

Peer and trainer feedback



Interaction with Materials



Technical assistance



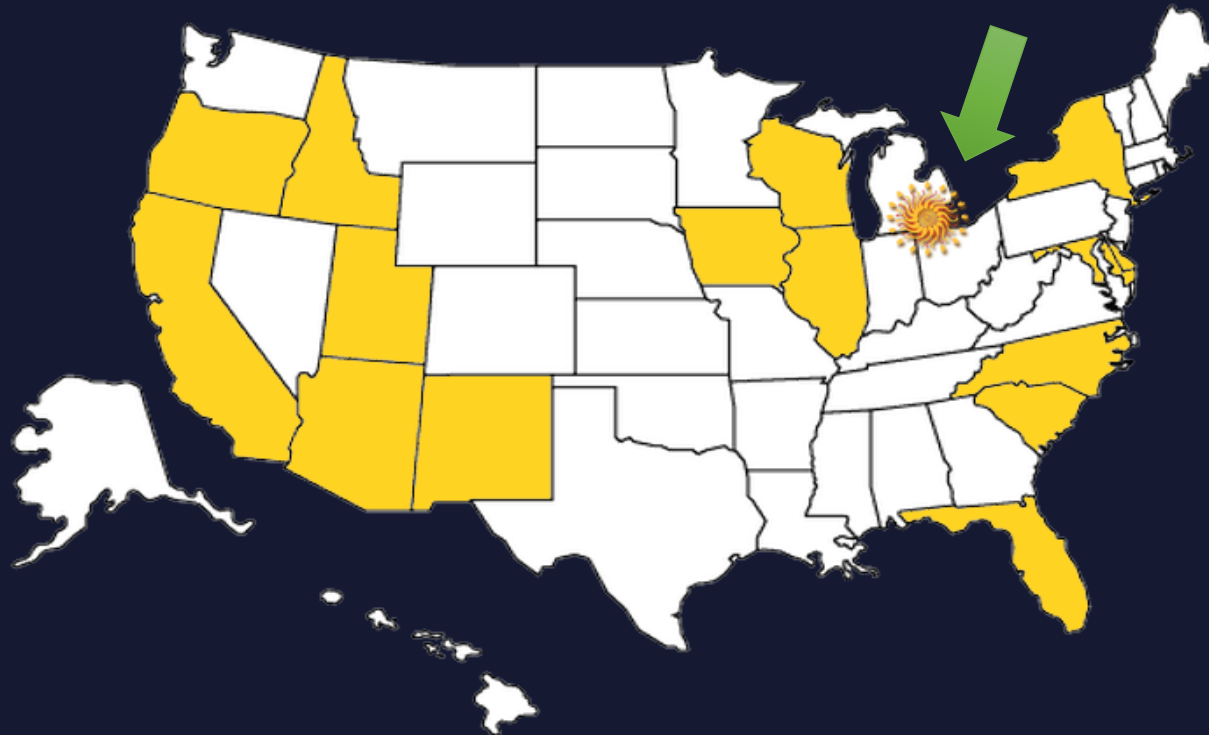
Group work



iCuídate! Training in Second Life®

Training Participants

- Five training sessions occurred from July – October
- Total of 35 participants from NY to CA



Testing a Computer/Web-based Parent-Adolescent Communication Intervention



Context



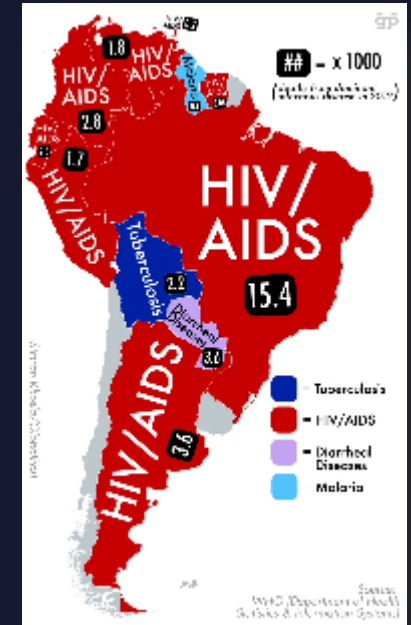
TIMELINE OF ABSTINENCE-ONLY EDUCATION IN US CLASSROOMS

a brief look at how over \$1.5 billion in federal funds have been spent on 26 years of censorship in schools

1981	Congress passes Adolescent Family Life Act (AFLA, Title XX of the Public Health Service Act). The program is designed to encourage adolescents to postpone sexual activity until marriage, emphasizing "chastity" and "self-discipline," as well as provide support for pregnant or parenting teens and their families. The program has received over 114 million tax dollars to date, including \$13 million in the 2007 fiscal year.
1996	Title V of the Welfare Reform Act, or the Temporary Assistance for Needy Families (TANF), set up a new system of grants for states providing abstinence-only-until-marriage education, delineating a specific eight-point criteria that programs must adhere to in order known as the A-H Elements (detailed on the right).
2001	A third stream of federal funding for abstinence-only education is established under the Special Projects of Regional and National Significance-Community-Based Abstinence Education (SPRANS-CBAE), in which the federal government extends grants to community organizations directly.
2005	SPRANS-CBAE is moved from under the administration of the Health and Human Services (HHS) into the Administration for Children and Families (ACF) and is changed simply to Community-Based Abstinence Education (CBAE).
2006	Funding totals \$176 million for AFLA, CBAE and Title V grants for the 2006 fiscal year, the highest yet. In January, the CBAE releases a new 11-page program outline for grants, with a new emphasis on conservative family values, focusing on the successful reproductive family values.

TITLE V OF THE WELFARE REFORM ACT THE A-H ELEMENTS

A	has its exclusive purpose teaching the social, psychological, and health gains to be realized by abstaining from sexual activity.	B	teaches that abstinence from sexual activity outside marriage is the expected standard for all school-age children.
C	teaches that abstinence from sexual activity is the only certain way to avoid out-of-wedlock pregnancy, sexually transmitted disease, and other health problems.	D	teaches that a mutually faithful monogamous relationship in the context of marriage is the expected standard of sexual activity.
F	teaches that bearing children out-of-wedlock is likely to have harmful consequences for the child, the child's parents, and society.	E	teaches that sexual activity outside of marriage is likely to have harmful psychological and physical effects.
G	teaches people how to reject sexual advances and how alcohol and drug use increase vulnerability to sexual advances.	H	teaches the importance of abstaining sex, efficacy before engaging in sexual activity.



Lessons Learned

- Development of a (research) “vision”
 - What is the problem to be solved?
 - Define the ‘big dream’
 - Develop a plan
 - Sustainability of innovation
 - Periodic re-envisioning, reframing
- Determine practice and policy relevance at development
 - Deliberate process
 - Identify relevant (science) policy for research
 - Think about sustainability of end product

- Engage **multiple** stakeholders
- Communicate findings to multiple outlets –
How are we making a difference? So what?
 - Scientific community
 - Practice communities
 - Lay and advocacy outlets
- Long-term process!
 - Highs and lows!





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Building a Program of Research

Twelve Steps

1. Begin with questions that you feel passionate about
2. Identify your core concept of interest
3. Find a mentor who has expertise on your topic of interest.
4. Join an interdisciplinary research team that works in your topic area and try to work with them on grant applications, data collection, data analysis, and manuscripts.
5. Review and synthesize the literature on your question.
6. Find applicable theoretical models because without theory underlying inquiry, the work is in an explanatory and predictive vacuum, it lacks context and richness.

Twelve Steps (continued)

7. Talk with experts, including your mentors, about research priorities
8. Explore the websites of federal, association, foundation, and institutional sponsors
9. Formulate research questions
10. Develop substantive knowledge about your research topic:
11. Apply for funding to build a trajectory
12. Find a professional association that focuses on your topic; attend their meetings, network and submit abstracts