


# The leader's guide to decision-making when building research and scholarship capacity

***A BRC preconference workshop at ADFM 2020***

*Association of Departments of Family Medicine  
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with members of the BRC team**



**Building  
Research  
Capacity**

***The Building Blocks  
of Family Medicine Research***

*A joint effort of NAPCRG (North American Primary Care Research Group) and ADFM (Association of Departments of Family Medicine)*

*With the support of STFM (Society of Teachers of Family Medicine) and AFMRD (Association of Family Medicine Residency Directors)*

## About BRC (Building Research Capacity)

Sponsored by NAPCRG and ADFM, with the support of STFM and AFMRD

**To help family medicine departments and programs build and sustain research & scholarship capacity appropriate to their own goals and situation**

### BRC offers:

- Learning workshops at family medicine meetings including NAPCRG, ADFM, STFM, AFMRD
- A consultation service for departments or programs—exploratory conversations that could be followed by on-site and/or phone-based consultation
- A Fellowship to equip individuals with knowledge, skills, mentorship and peer support to develop & implement a strategic plan for research capacity in own institution

### Volunteer leaders (among many other faculty volunteers and staff)

Workshops / Curriculum:	Dave Schneider & Dean Seehusen
Consultation:	Tony Kuzel & CJ Peek
Fellowship:	Irf Asif & Stephen Stacey
Evaluation:	Lynn Meadows and Peter Seidenberg
Steering Committee:	Bernard Ewigman

All supported  
administratively by  
Leyla Haddad



**The product: A decision-making plan to take home and carry forward**

**Flow: In four parts—decisions on...**

1. Goals and scope of R&S—based on knowing what matters to people
2. What you will ask for, partners you seek, and how you will show up and influence

Quick sharing across tables so far—and break

3. Shaping department culture and operations to support your R&S goals
4. Where the time & money will come from—financial goals & expectations

Closing reflections

Brief presentation alternates with table conversation to  
as you fill out your worksheet

# Part I: Decisions about goals and scope of R&S

## 0. How you will find out...

### What already matters around you—stakeholder analysis

Stakeholder	What already matters most	How research can appeal to that	Areas of concern and how I address
Institutional leaders			
Leaders / approvers in your own area	Fill in these cells with accurate information. Don't make things up or fill in what matters to <i>you</i> or <i>should</i> matter to them.		
Those doing or might do research			
Others whose work is affected			

## **Appeal to what already matters around you?**

**An opportunity to consider:**

**Give research a “tailwind”** by aligning with clinical, quality, educational, and operational priorities?

Seek to *harmonize* care, education, and research?

Each strengthening the other, not just competing.

**“What already matters”:**

What burning questions? What “must do” changes?

What critical decisions are people facing that could use some evidence?

## **Decisions about goals and scope of R&S (cont'd)**

### **1. How wide do you want your lens for R&S—scope?**

**How wide to serve your goals and appeal to what matters?**

For example:

- Just federally funded clinical and other trials or RCT's?
- All types of scholarship: discovery, practice, integration, teaching?
- Evaluation, not only research?
- QI research, not only QI?
- Implementation study, not only outcome study
- **A generalized culture of curiosity & inquiry: everyone's work can be scholarly if done that way?**

## **Part II:**

### **Decisions about claiming an identity with R&S, partners, and agency—a fancy way of asking:**

- 2. What to ask for by way of R&S support when being recruited or transitioning to chair / interim or other leader role**
- 3. Who to collaborate or partner with—going concerns you want to join to amplify your available energy and “capital”**
- 4. How you will show up and influence things**

## **Quick sharing across tables (10 min)**

**A) Share any themes or highlights from your conversations so far?**

**B) Any areas you'd like a consult from a different table?**

**(You can talk during the break)**



## **Part III:**

# **Decisions about aligning dept. goals, culture, and systems with R&S**

- 5. Dept goals & culture; a real, visible, and lived part of dept identity and faculty roles**
- 6. Dept systems / operations—beyond values statements--what's built in to visibly acknowledge and support R&S  
  
(examples on worksheet)**

## Part IV:

# Decisions on where the time and money will come from

### 7. Financial expectations for sustainable R&S in your dept., e.g.

Self-sustaining? All the time? Sustained partly by overall budgeting for entire dept. mission?

### 8. External financial support you seek for R&S and collaborations you are trying to bring to life, e.g.

Federal grants? Internal institutional funds? Philanthropy? State funds?

**(examples on worksheet)**

## Reflections on the session, e.g.

What was especially valuable, surprising, challenging?

Or especially fuzzy and flat?

What difference has this made to your view of decision-making?

What follow-up help or “sounding board” could you use back home?

**Please fill out feedback / evaluation form**

***Thank you!***



**B** Building Research Capacity

**R** **C**

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