

Proud of Nursing & Midwifery in Newcastle - A Strategy for Success

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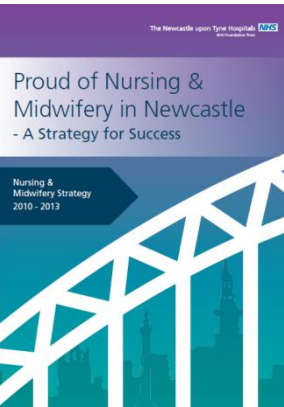
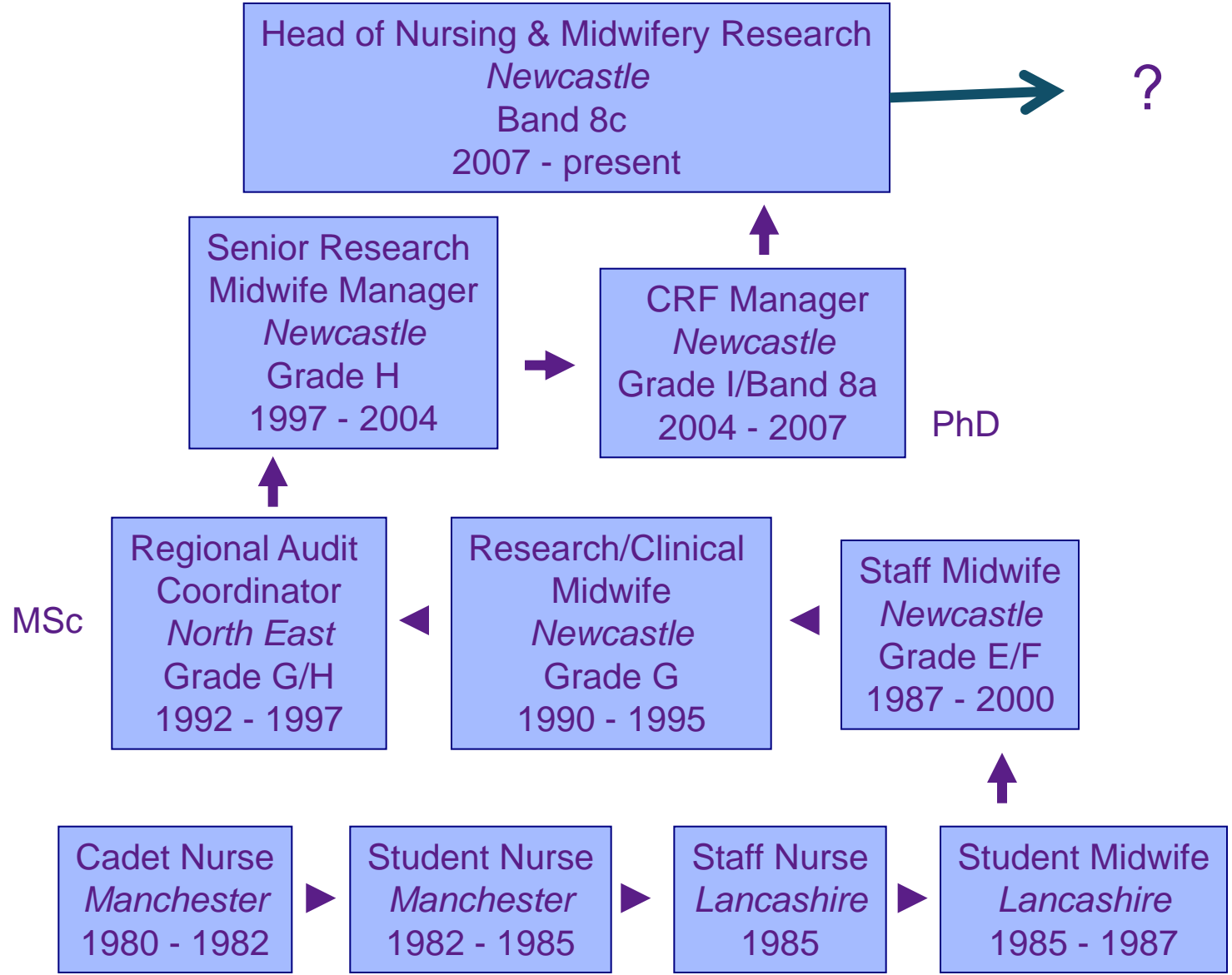
Nursing & Midwifery Strategy 2010 - 2013

The senior clinical academic working within the clinical setting

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Proud of Nursing and Midwifery in

My Career Journey



Current Post

► Trust lead (0.4 wte)

- Research capacity building
- Influence evidence based care
- Innovation – new ways of working, roles
- Responding to challenges/concerns

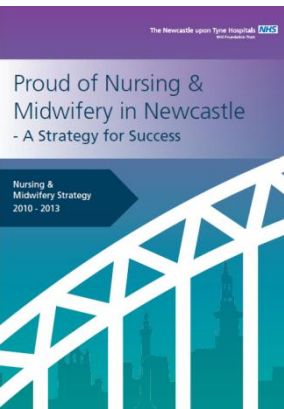
► Research profile (0.4 wte)

- PI on two large RCTs, collaborator on a third one
- PhD supervisor for 3 PhD students

► Teaching (0.2 wte)

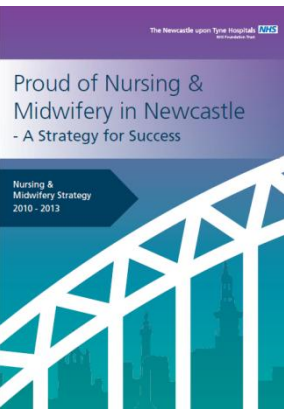
- Trust lead for research education and training
- MSc Clinical Research at Newcastle University
- Link with Northumbria University

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Why stay within the NHS?

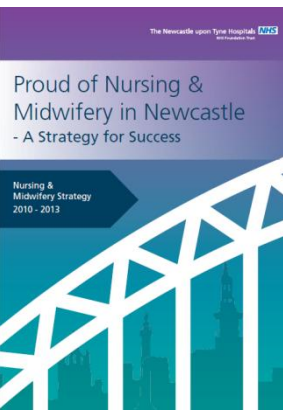
- Close to patient clinical interface
- Focus research rather than education
- Research interest and experience
 - Applied and randomised controlled trial
 - Rather than theory generation



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Advantages

- Excellent access to patients and clinical staff
 - Study leave restraints
 - Medical staff mentor/collaboration
- Opportunities - idea generation
- Applied context ideal for RfPB funding
- New opportunities – clinical academic careers (very exciting)
- Keeps one grounded – realistic
 - Clinical interface

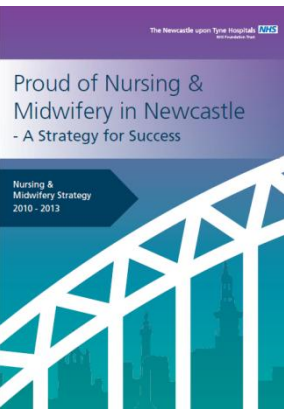


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Disadvantages

- Multiple roles
- Reactive research – priority
- Starting point – research culture
 - Research competence vs. ability
 - Lack of understanding – academic function - conference
- Role isolation
- No career pathway
- Generalist rather than specialist
- Scholarly activity – time to write
- Lack of academic credibility – REF returnable/ student supervision

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Utopia

➤ Increased role clarity

- Clinical academic career pathway
- Recognised and credible not tokenistic
- Acceptance – starting point is different

➤ Closer working partnership with university

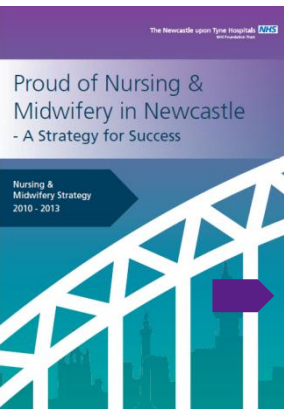
- Research rather than teaching contribution

➤ Mentorship

- Self – career direction
- Others – expertise vs. generalist
- Personal research vs. capacity building

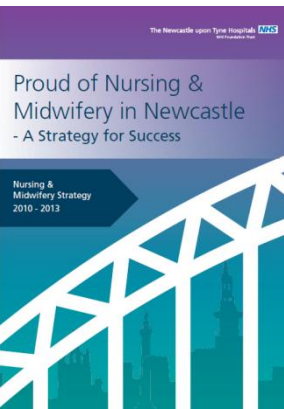
➤ Opportunity – network and share innovation

Proud of Nursing and Midwifery in



Conclusion

- (Hopefully) persistence has paid off
- Uncertainty about future remains
- Need for clarity
 - Clinical academic career pathway
 - Roles and competency
- Capacity building is key
 - Expertise rather than generalist
- University partnership is a Win Win.



Proud of Nursing and Midwifery in



University of the Year

Times Higher Education Awards



Teesside
University



Inspiring success

Times Higher Education
UNIVERSITY
OF THE YEAR



Experiences of being a post-doctorial academic within a University setting

Dr Sharon Hamilton
Reader in Nursing
Teesside University
Middlesbrough
UK

Background

- Over the last 25 yrs nurse and midwifery education in the UK has changed from an apprentice style training to a university based education
- This brought with it opportunities for nurses and midwives to develop the skills needed to start to develop the evidence-base for nursing and midwifery care

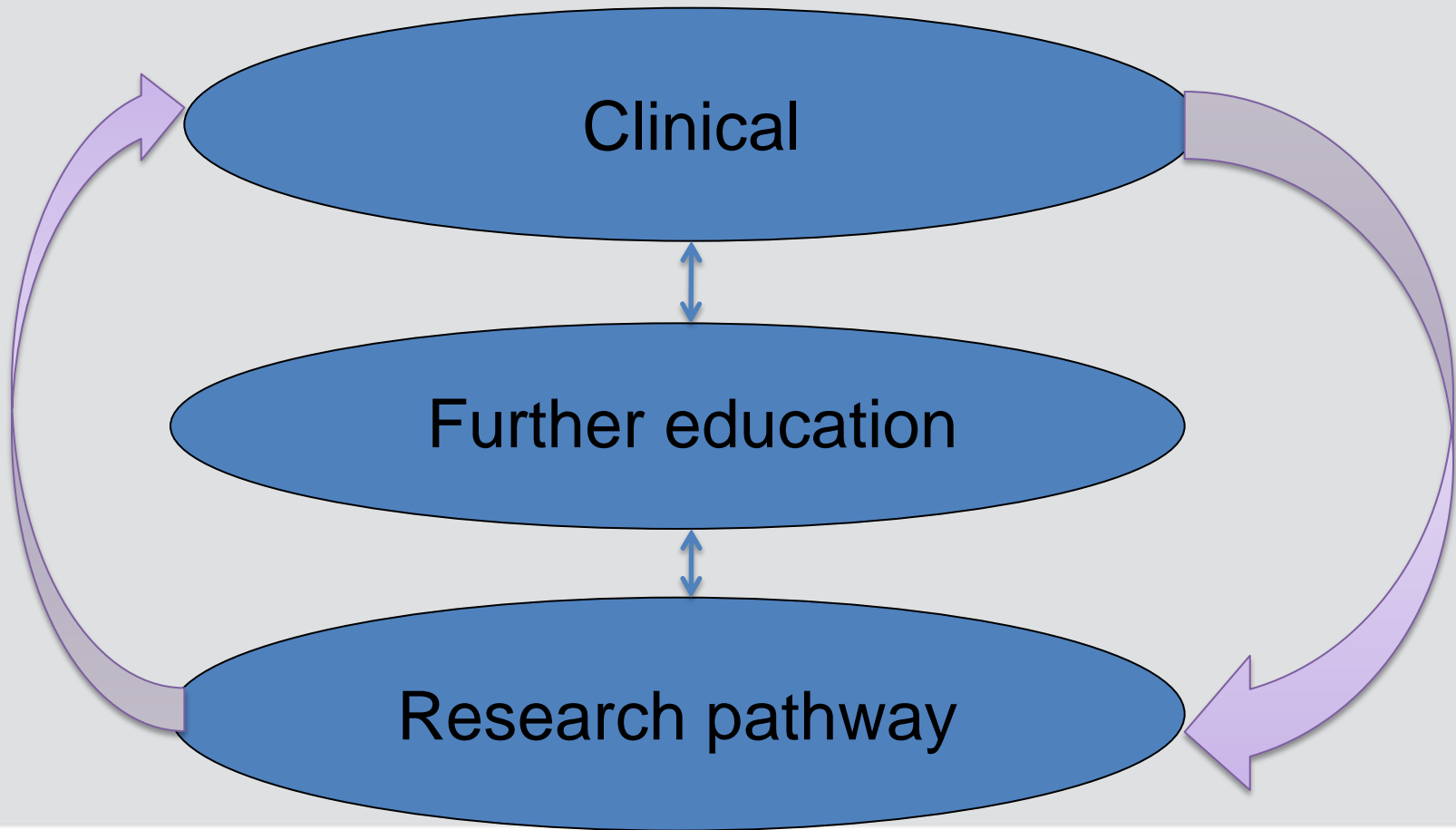


Inspiring success

Times Higher Education
UNIVERSITY
OF THE YEAR



My Career Overview



Education and Career history

- Unconventional
- Non-linear
- Not planned
- Opportunistic
- First degree was a turning point into research

Education history

- Enrolled nurse training ('79-'81)
- Registered nurse training ('84-'86)
- Neurosciences course (1987)
- BA(Hons) sociology/research methods('86-'91)
- MA Social Policy ('92-'94)
- PhD (implementation of evidence-based practice) (2006)

Career history

- HCA → EN → RN → Neurosciences ('78-'91)
- *(Degree)*
- Public Health Research Officer ('91-96)
- *(Masters degree)*
- Public Health Specialist ('96-'97)
- Senior Nurse, (research) in NHS Trust ('97-'03)
- *(PhD)*
- Head of Nursing Research (Trust & University) ('03-'05)
- Reader in Nursing (University) (2006 – present)

Why leave the NHS?

- Came to 'the end of the road'
- No career progression
- No permanent post
- No peer support
- NHS has major priorities other than research

Why choose a career in a university?

- Career progression
- Positive research culture
- Peer support

Challenges

- Constant pressure to win bids and publish
- Dichotomy between ‘international excellence’ and local relevance
- Distance from clinical practice, clinical setting, clinicians
- Salary differences
- Transferable skills
- Teaching load

What could have improved my career?

A clinical academic career pathway

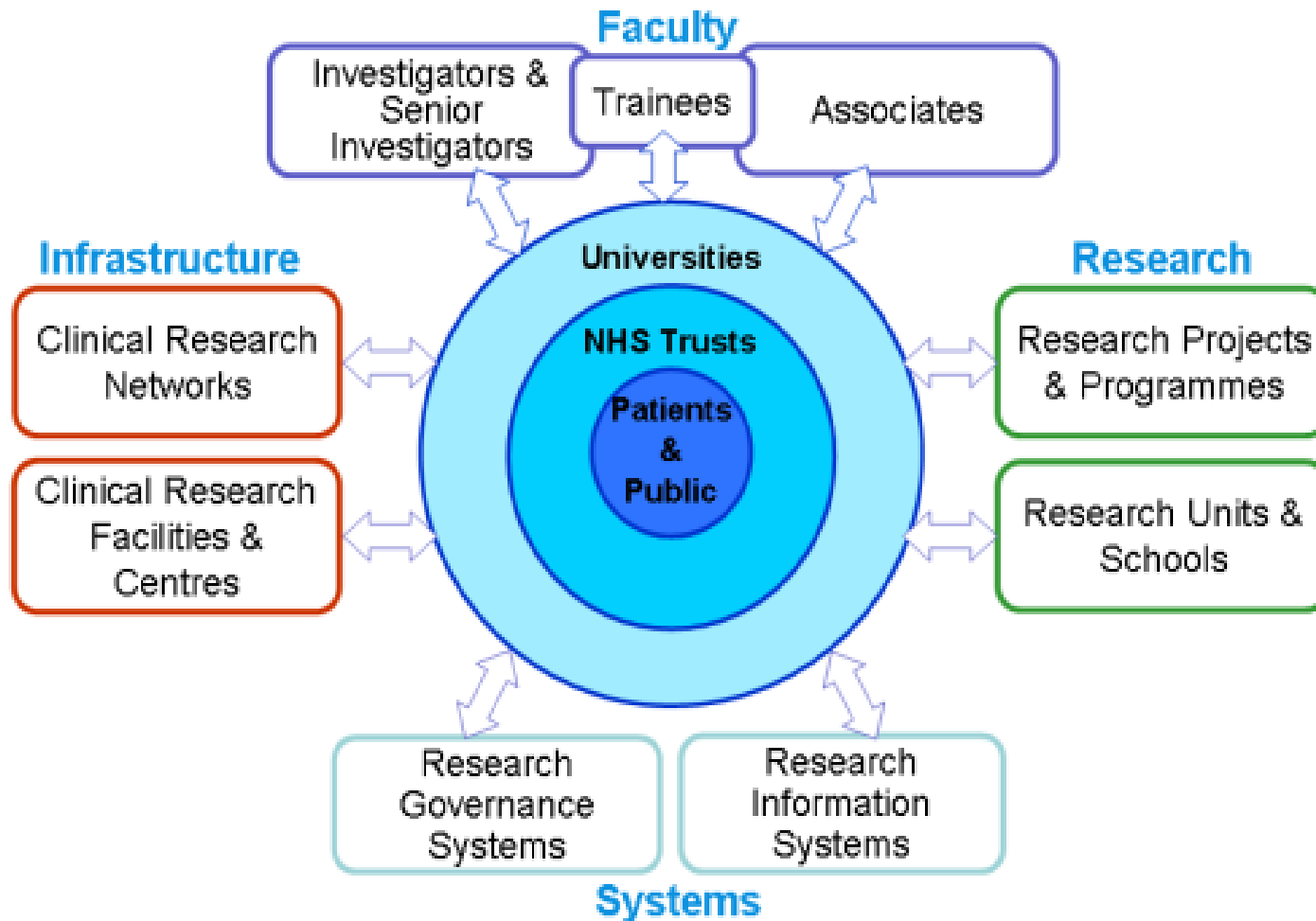
- ...that is valued by the NHS and Universities
- ...has a range of defined pathways
- ...has a defined career structure
- ...that is without organisational boundaries
- ...that develops & delivers the evidence-base for care

The Clinical Academic Training (CAT) programme for nurses, midwives and AHPs: Progress and learning

Joanna Powell, NIHR Trainees Coordinating Centre
International Nursing Research Conference
Symposium May 12th 2010



National Institute for Health Research



NIHR Remit

- Research capacity to improve health and health care
- Patients, samples or data from patients, people who are not patients, populations, health technology assessment and health services research
- Clearly demonstrate the potential to have an impact on the needs of patients and the public within 5 years of its completion
- The NIHR does not fund basic research or work involving animals and/or animal tissue

NIHR Research Career Pathways

Other Awards

Doctors and Dentists
NIHR Integrated
Academic Training

All Professions
NIHR Fellowships

Nurses, Midwives, Allied
Health Professionals
Clinical Academic Training

**Senior/
Pre-Chair**

NIHR Senior
Research Fellowship

NIHR/CNO/HEFCE
Senior Academic
Clinical Lecturer

**Senior
Post-Doc**

NIHR Clinician Scientist
Award

NIHR Career
Development
Fellowship

NIHR/CNO Clinical
Lectureships

**Early
Post-Doc**

CSO Health
Care Scientist
Post Doctoral
Fellowship

NIHR Clinical Lectureship

NIHR Post-Doctoral
Fellowship

Doctoral

CSO Health
Care Scientist
Doctoral
Fellowship

NIHR Doctoral
Research Fellowship

NIHR/CNO Clinical
Doctoral Research
Fellowships

**Pre-Doctoral/
Masters**

Masters in
Health
Economics

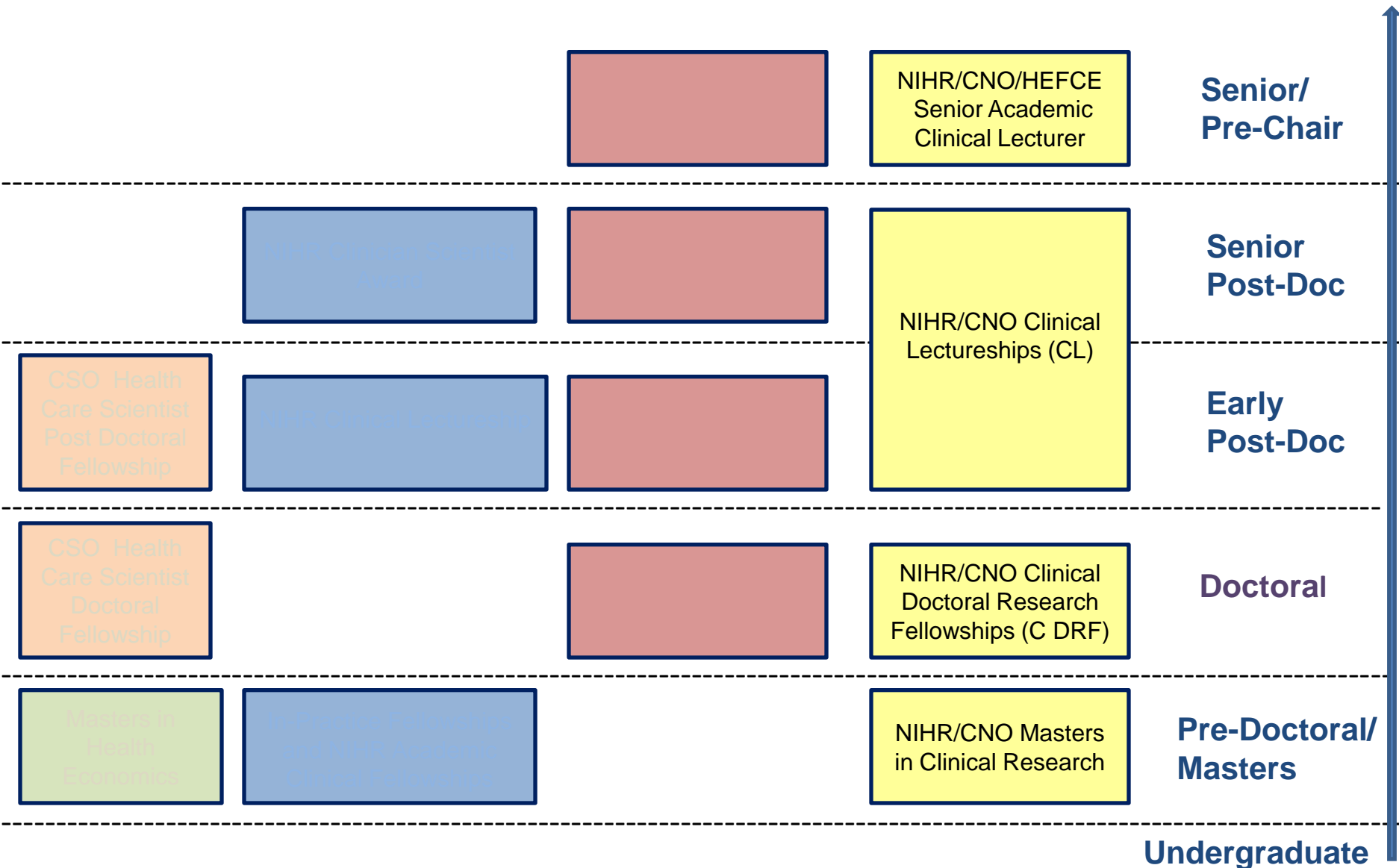
In-Practice Fellowships
and NIHR Academic
Clinical Fellowships

NIHR/CNO Masters
in Clinical Research

Undergraduate



CNO / NIHR CAT Programme



Masters in Clinical Research

- 1 year or 2 years PT
- Full salary costs and course fees
- Training in research methods (with a balance between qualitative and quantitative)
- Research management and governance
- Will equip its graduates with the skills to manage and deliver research in a clinical setting
- The courses will prepare graduates for either future research at PhD level or clinical research practice

Clinical Doctoral Research Fellowships (C DRF)

- Develop research skills through completion of PhD
- Continue to develop clinical skills (appropriate to career stage)
- Fellow employed by an English NHS Trust or other healthcare organisation **or** University and registered at English University for PhD
- Full salary and costs of research, training and development (and PhD fees).
- 3 years FT (4 or 5 years PT)

2009 C RDF 100 applications, 15 awards

Adobe Reader - [Chief Nursing Officer's Bulletin November 2009]

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November 2009

The CNO Bulletin

The Chief Nursing Officer's bulletin for all NHS nurses and midwives in England

DH Department of Health
www.dh.gov.uk/cnobulletin

THIS MONTH

- p1-2 CNO Summit
- p3 Voicepiece
- p4 Modernising nursing careers
- p5-6 Developing research and clinical practice
- p6 Swine flu vaccination update
- p7 Delivering same-sex accommodation
- p7 Meeting the quality and productivity challenge
- p8 Mary Seacole Scholarship Awards 2009
- p8 Help through hair loss
- p9 AHP Service Improvement Project
- p9 NHS Bursary Scheme
- p10 Midwifery 2020
- p10-12 News in brief

DEVELOPING RESEARCH AND CLINICAL PRACTICE

Big fellowship win for nurses

Five nurses have been selected to take part in the Clinical Doctoral Research Fellowship (C-DRF) scheme.

C-DRF is funded by the Chief Nursing Officer and administered by the National Institute for Health Research (NIHR). The scheme represents the doctoral training element of the Clinical Academic Training Pathway, which is being implemented to support graduate nurses, midwives and allied health professionals in developing a career that combines research and continued clinical practice.

Thirty-one shortlisted applicants were interviewed in September, and the Fellowship's review panel selected a final 15 to receive funding. They include Thomas Phillips, Matthew Grundy-Bowers and Karen Kemp from Nursing, and

Mary Sheridan and Lucia Rocca from Midwifery. The fellowships include funding to meet salary costs, tuition fees for a PhD and funding to cover the costs of their research project and programme of training and development. The fellowships can be completed over three years full time, or over four to five years part time. The estimated total funding being made available for the scheme is £4,423,286.

Three of the successful nurses explain what the Fellowship means to them...

Karen Kemp, Lecturer (research) and Inflammatory Bowel Disease (IBD) Specialist Practitioner, University of Manchester and Manchester Royal Infirmary

'Patient choice is now a key priority within the

play a pivotal role in managing the condition. 'This fellowship also provides me with a much clearer career structure for my integrated role as a clinical nurse and researcher, and the opportunity to make a difference for my patients with IBD.'



Karen Kemp

NHS and my study aims to develop an intervention of follow-up care for patients with IBD, focused on the needs of the patients. 'This award promotes the need for investment in future care of IBD - which is often forgotten as a long term condition. It also recognises that IBD nurses

Tom Phillips, Consultant Nurse - Addiction, Humber Mental Health Teaching NHS Trust

'I was surprised and proud to be selected for this fellowship. The process involved a great deal of work to develop my project in detail, and a high level of scrutiny by



Tom Phillips

the Review Panel. 'My programme of research will examine the burden of alcohol-related attendances on A&Es across the country, considering cost and health implications on the NHS. My aim is to develop a model of burden that can be used when providing effective alcohol interventions in A&E. 'My host is the Institute of Psychiatry and the support I received from

'There are very few academic nurses specialising in alcohol. I hope to provide nurse leadership and research in this area.' Tom Phillips

Continued on page 6

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5 of 12

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Clinical Lectureship (CL)

- Postdoctoral research training award
- CL is nominated by a partnership between an HEI and NHS organisation
- 3 years FT (4 or 5 years PT)
- 50:50 split academic research clinical practice
- £30K towards research costs and training and 0.5 salary

Round 2 open for applications, closing 3rd August 2010

Senior Clinical Lectureship (S CL)

- Senior (pre-Chair) 5 year award
- CL is nominated by a partnership between an HEI and NHS organisation
- Funded by Higher Education Funding Council for England
- 50% of salary (max. award £50,000 p.a.)
- 3 annual rounds (up to 4 awards) (max 12 total)
- > 5 years clinical experience
- Excellent or exceptionally promising record of clinical / academic leadership

Emerging learning – from CAT programme

- Early recipients are facing many of the ‘Finch’ challenges and are starting to come up with solutions
- Need for multi level approach to support emerging clinical academics career
- NIHR TCC role in this is only part of the answer

National

Regional	
Meso	Organisational level
Macro	Departmental level
Micro	Individual level

From NIHR TCC perspective (individual level)

Employment and partnership arrangements

- Trusts and Universities working together– what’s in it for me? (collaboration agreements)
- Negotiated “career break” with assurances about terms and conditions
- Early negotiation of funding arrangements between interested parties (CAT CLs)

Please contact me if you would like further information

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Leeds

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