
Symposium 2.1: Unravelling the Wool - Developing Clinical Academic Research Roles in Babies, Children and Young Peoples Nursing.

Tuesday, 10th September - 13:45

Overview

In the current healthcare climate, developing Clinical Academic Research Roles can be challenging. However, in order to meet health care needs of populations now and for the future, it is imperative that Nurses lead these roles. This symposium brings together five different speakers (Coad, Gallagher, Menzies, Marufu, Manning) who work as Clinical Academics. Whilst at different career stages, they are committed in carving out research careers in the under-represented research area of Babies, Children and Young People (BCYP) nursing.

The symposium commences with a brief overview of Clinical Academic Research and issues of combining clinical and research roles (Coad) before critically unravelling the wool on four distinct aspects using solution-focused approaches. These include 1.patient and public involvement & engagement; 2.cultural change; 3.equality, diversity & inclusion and 4.leadership.

We will finalise with delegates having an opportunity to ask questions and share their common issues and solutions in their own research roles.

Paper 1: Championing Clinical Academic Roles for Nurses from under-represented groups.

Abstract ID 449

Authors

Dr. Takawira Marufu (Nottingham Childrens Hospital, Nottingham University Hospitals NHS Trust)

Abstract

Ensuring a competent diverse nursing workforce at all levels, that represents the community it serves is a priority outlined in the current NHS People's Plan and the professional strategic plan of the Chief Nursing Officer of England (2021). However, there are inequalities in Clinical Academic roles for Registered Nurses, often based on protected characteristics such as gender, ethnicity and race. This presentation highlights barriers and facilitators experienced by the author in his Clinical Academic career journey, and a commitment as a role model in championing Clinical Academic Research roles for under-represented groups and research with underserved communities such as BCYP nursing.

This paper will share some of the barriers to equality, diversity and inclusion in Clinical Academic progression which are often underpinned by interlinked barriers, including poor workplace culture, individual and organisational biases. This in turn can impact on Clinical Academic Research career progression support and poor access to opportunities. Ways to support under-represented Clinical Academics include leadership development programmes and mentorship which the author completed and will share how it focused on evaluating equity and inclusion of opportunities for BCYP nurses with protected characteristics. This led to a successful funded project on testing pressure injury assessment instrument accuracy in CYP with dark skin tones, multi-lingual family activation web-based application

development and evaluation. This is an important paper and much needed if we are to find solution to support under-represented groups developing research careers with underserved communities.

Lead presenter biography

Takawira Marufu

Dr Marufu is a Clinical Academic Nursing Research Lead at Nottingham Children's Hospital, Honorary Assistant Professor; Centre for Children and Young People Health Research (CYPHR), School of Health Sciences, Faculty of Medicine and Health Sciences, Nottingham University and Honorary Fellow, School of Healthcare, College of Life Sciences, University of Leicester. He is currently on an NIHR Senior Research Leadership Programme and his current NIHR-funded research study focuses on testing pressure injury assessment tool accuracy in babies, children, and young people with dark skin tones.

Paper 2: Supporting the development of clinical academic careers in neonatal nursing

Abstract ID 432

Authors

Dr. Katie Gallagher (University College London)

Abstract

As nursing advances accordingly, this necessitates nurse researchers who can effectively lead research programmes in practice.¹ The neonatal nursing specialty serves as a prime example of advancing roles and development, where research is key to enhancing outcomes of sick and premature babies and their families. Despite this there are very few neonatal nursing researchers actively undertaking or leading nursing research, with 10 neonatal nurses at post-doctoral level throughout the United Kingdom.² Development of role models and support to enhance clinical academic career trajectories are required to ensure that this pathway becomes a viable option for the future generation of neonatal nurses, allowing us to shape and influence the future of neonatal nursing care.

This paper will set out the role of a senior Neonatal Nurse who has embarked on a research career balancing both an academic and practice role in an under-represented specialty. One aspect of the authors role has been to ensure Patient and Public Involvement and Engagement (PPIE) is included in this under-represented group. Challenges and how they have been overcome will be shared with delegates in order to develop their own research skill set and projects but also support the Clinical Academic research of others.

References

¹Polomano RC, Giordano NA, Miyamoto S, Trautman D, Kempf S, Nuzzo PM. Emerging roles for research intensive PhD prepared nurses: beyond faculty positions. *J Prof Nurs.* 2020;37:235–40

²Wielenga JM, Tume LN, Latour JM, van den Hoogen A. European neonatal intensive care nursing research priorities: an e-Delphi study. *Arch Dis Child Fetal Neonatal Ed.* 2015;100(1):F66–71.

³Gallagher, K., Petty, J., Cooper, J. *et al.* Neonatal nursing led research activity in the UK: a survey of current practice. *BMC Nurs* 20, 201 (2021). <https://doi.org/10.1186/s12912-021-00719-8>

Lead presenter biography

Katie Gallagher

Katie Gallagher is an NIHR Clinical Lecturer and neonatal nurse at the EGA Institute for Women's Health, University College London, and University College London Hospitals NHS Foundation Trust. Katie is a board member of the Neonatal Nurses Association (NNA) and Chairs the NNA Linking Education & Research Group in Neonatal Care and PhD support groups.

Katie has been involved in highly sensitive neonatal research exploring critical care decision making and neonatal palliative care for many years. Katie has worked closely with parent representatives and charity organisations to ensure that all research remains parent focused throughout, to ultimately enhance practice.

Paper 3: Clinical academic leadership from the bedside to the system for babies, children and young peoples nursing

Abstract ID 410

Authors

Prof. Joseph C. Manning (University of Leicester/ Nottingham Children's Hospital, Nottingham University Hospitals NHS Trust)

Abstract

Authentic, accessible and impactful leadership is integral to the furtherance of clinical academic roles and in maximising their impact across the health and care continuum (Coad et al., 2019; Westwood et al., 2018). However, few examples exist within the literature of the application and effect of the transformational leadership of clinical academic roles from the bedside to system levels, that drives activity and impact (Manning, 2022). This poses a critical challenge for guidance and steerage in workforce development as without real-world examples of the leadership actions of clinical academic nurses across the career spectrum.

This paper will elucidate leadership of a senior clinical academic nursing role and the influence, activities and impact it can have across the Higher Education and healthcare continuum to enhance research culture, develop capacity and capability, and address population health needs of babies, children and young people.

This will be achieved through outlining a programme of research targeted at addressing pivotal health and care needs within the acute paediatric care context. Specifically, this will align to (i) harm free care and (ii) optimising long term outcomes. Key drivers, activities and impact for each focus will be discussed with examples of clinical academic transformational leadership and influence from the bedside to the system levels (and beyond) to directing and driving activity, outcome and reach.

The paper will conclude with clear recommendations for building leadership capability of clinical academic roles in babies, children and young peoples nursing.

References

Coad, J., Manning, J.C., Mills, E., Semple, C. and McMahon, A., 2019. Capturing the real impact of clinical academics in practice. *International Journal of Practice-based Learning in Health & Social Care*, 7(2), pp.47-56.

Manning, J.C., 2022. What's the big IDEA? A novel framework to strategically build an integrated clinical academic career. *Nursing in Critical Care*, 27(4).

Westwood, G., Richardson, A., Latter, S., Macleod Clark, J. and Fader, M., 2018. Building clinical academic leadership capacity: sustainability through partnership. *Journal of Research in Nursing*, 23(4), pp.346-357.

Lead presenter biography

Prof. Joseph C. Manning

Joseph is a Clinical-Academic Children's Nurse with a strong national/international profile within the fields of nursing, paediatric critical care, and clinical-academic capacity/capability development. He is the Professor of Nursing and Child Health at the University of Leicester and Nottingham University Hospitals NHS Trust, working in clinical, research and senior leadership capacities. He leads a programme of research with a mission to improve the experiences, outcomes and lives of children, young people and their families that access acute care. His contribution and leadership to nursing has been recognised by a CNO Gold Award (2020) and an MBE (2021).

Paper 4: The role of clinical academics in developing a positive research culture.

Abstract ID 407

Authors

Dr. Julie Menzies (University Hospitals Bristol and Weston NHS Foundation)

Abstract

Evidence shows that there are benefits for an organisation to being research active and engaged¹. Fundamental to this is a positive research culture, where research is valued and incorporated into everyday business. Within this paper the contribution of a Clinical Academic within Paediatric Critical Care (PCC) to supporting culture change will be reviewed, highlighting specific challenges within the specialty and how the role has positively contributed towards departmental and organisational research engagement.

Conducting robust clinical research involving critically ill/injured babies, children and young people is vital because PCC is a high-cost, resource-intensive environment, with a sparse evidence base and significant practice variation, placing BCYP at increased risk of morbidity and mortality. Despite this, there are few Clinical Academics (from any discipline) within the PCC speciality.

The creation of a Clinical Academic Nurse Researcher post (the author), embedded within the NHS reflects an important investment to address this deficit and support culture change. Key elements include increasing the visibility of research, role modelling, research leadership (exposure), supporting engagement (staff/ patients), education, including targeted support for aspiring clinical academics and implementation of research evidence into practice in this specialist, under-represented area.

The paper will share a solution-based approach, including how the author as a Clinical Academic Researcher supports capacity and capability building to address quality, safety and patient/student and staff experience in the PCC setting. Delegates will hear specific examples about how being successfully embedded can benefit both University and NHS organisations and contribute to a positive research culture.

References

1. Ozdemir BA, Karthikesalingam A, Sinha S, et al. (2015) Research activity and the association with mortality. *PLoS One* 10: e0118253.

Lead presenter biography

Dr J Menzies

Dr Julie Menzies is a Registered Children's Nurse, with 27 years of paediatric nursing experience. Julie is currently employed as a Clinical Academic Nurse Researcher in Paediatric Intensive Care, Bristol Royal Hospital for Children, UK, past member of the UK Paediatric Critical Care Society (2018-2021) and elected Chair for the Paediatric and Neonatal Section, European Paediatric Critical Care Society (ESPNIC). She is a Principal Investigator for several multi-centre studies, a co-applicant on several NIHR-funded grants and recently completed an NIHR Senior Nurse/Midwife Research Leadership programme (2019-2022), designed to help build capacity and capability of nurses/midwives to engage with research.