



UNIVERSITY OF
LINCOLN

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**Barriers and enablers to support clinical
academic careers in the NHS: learning from
experience.**

#CARPAL

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Aims

- To present findings from a qualitative study exploring the experiences of clinical academic nurses, midwives and allied health professionals after a tailored training programme
- To give examples of barriers encountered
- Present an innovative intervention to support research among newly qualified nurses

What is a clinical academic career?

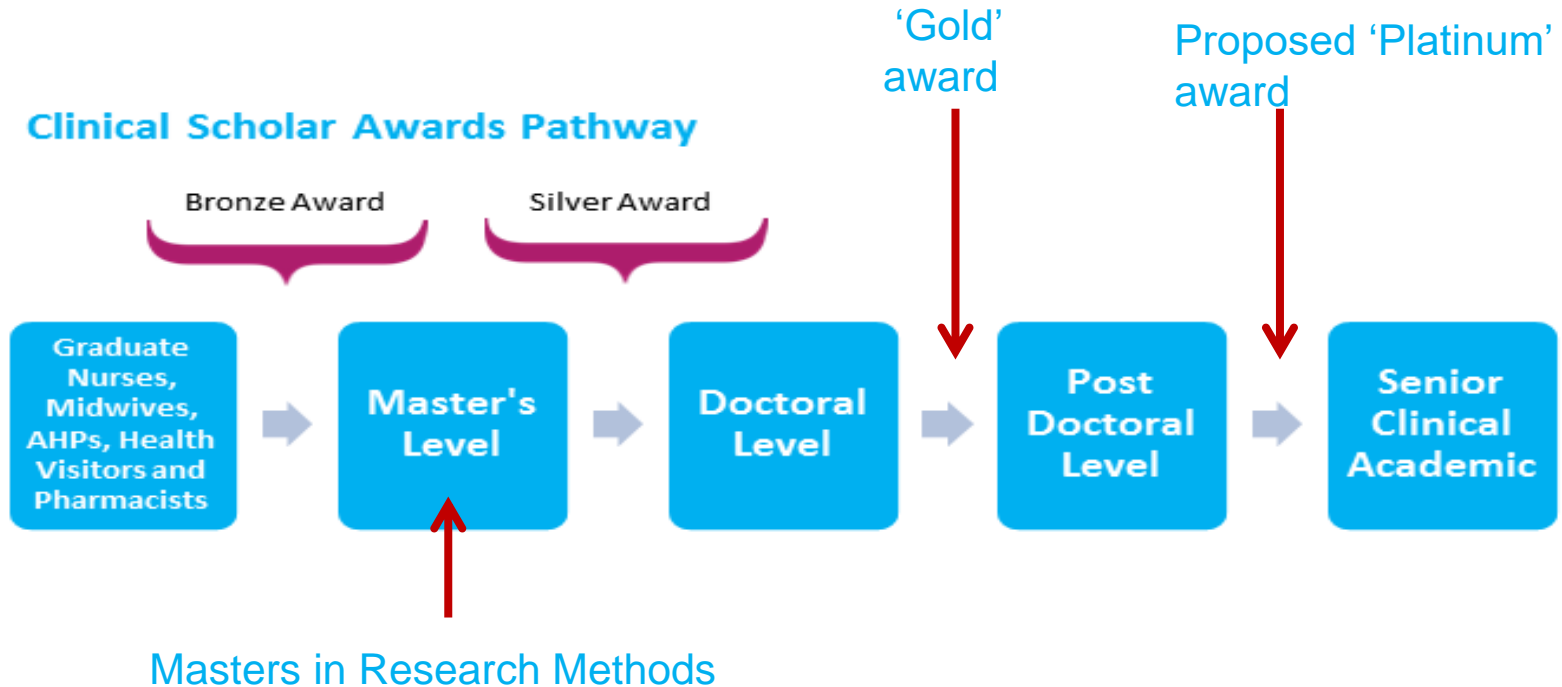
A nurse, midwife or allied health professional who engages concurrently in clinical practice and research, providing clinical and research leadership in the pursuit of innovation, scholarship and provision of excellent evidence-based healthcare.

A central feature of their research is that it aims to inform and improve the effectiveness, quality and safety of healthcare. They focus on building a research led care environment including the development of capacity and capability.

They challenge existing practice as well as working within, and contributing to, a research rich environment that leads the way towards achieving excellence in healthcare and health outcomes.(DH 2012 page 3)

DH (2012) *Developing the Role of the Clinical Academic Researcher in the Nursing, Midwifery and Allied Health Professions* London Department of Health.

The Clinical Academic Pathway

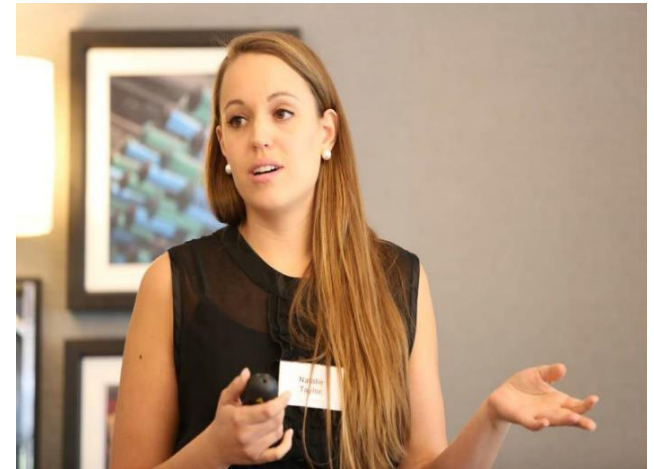


The Bronze Award

- For those without formal Masters qualification
- Structured 5 day educational programme
- Support from experienced Clinical Academic Mentor
- 5 facilitated Action Learning Sets-delivered by an academic
- Enhance ability to compete successfully for the next stage of the Clinical Academic Pathway e.g. MRes

The Bronze Award Outputs

- 6,000 word dissertation (80%)
- 1,000 reflective piece (20%)
- Presentation



The Silver award

- For those with Postgraduate Masters qualification.
- Bespoke educational programme and development plan based on training needs assessment.
- Support from experienced Clinical Academic Mentor.
- Enhance ability to compete successfully for the next stage of the Clinical Academic Pathway e.g. NIHR PhD.

Silver programme outputs

- Literature review.
- A fully worked up PhD proposal in line with the NIHR requirements.
- Ethics approval.
- Presentation (formative)
- Mock Interview (formative)



What is CARPAL?

Clinical Academic caReers Pathway AnaLysis.

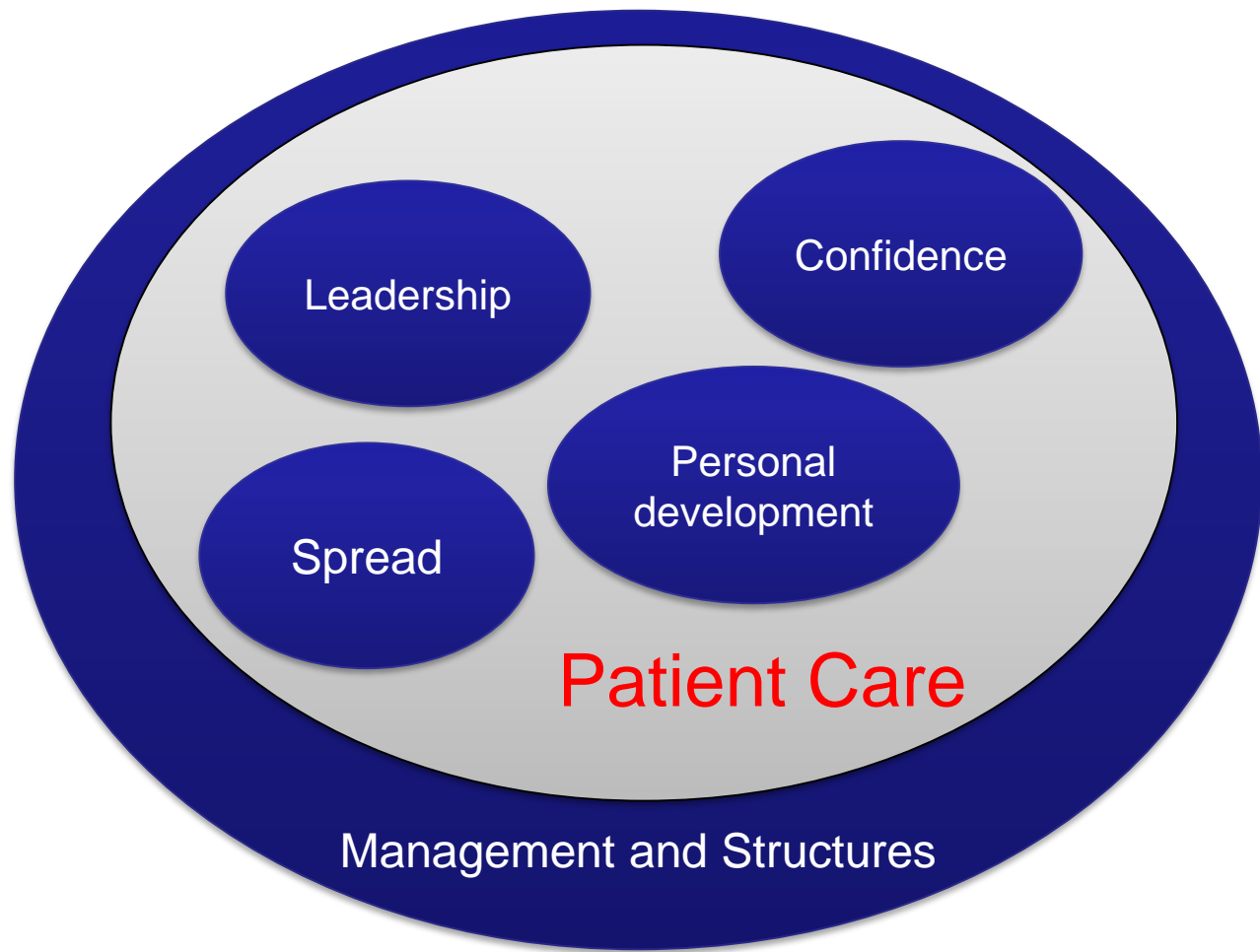
An exploration of the experiences of those who have undergone Clinical Academic Career (CAC) pathway.



Methods

- 1:1 semi-structured interviews (n=20)
- Structured topic guide developed
- Each interview 60-90 minutes in a convenient location
- Have undertaken Bronze, Silver or both

Interim findings



Personal development

- **Passion and drive for improving patient care.**

“I question why it’s done the way it’s done. I begin to realise that unless you naturally find evidence to show what’s beneficial or how to do things to make outcomes better, then it’s really hard to get anywhere or develop service without that sort of evidence.”

Given time to reflect, develop, and translate

“All of these programmes give time out of the clinical workplace. Thinking time. Time to consider where you want to go. Time to consider what your skills are. How you develop those.

Confidence

- **Approach practice and own abilities with more confidence**

“If there is a new project that’s happening, I feel like I’ve got the skills now to help evaluate that project”.

“It’s made me feel up-to-date in my current area of practice by just having a chance to read and reflect. I’m more confident in my every day interactions”.

Leadership

Consulted by colleagues

“Things within the Trust do come to me now”.

“They are always asking me about research things that I wouldn’t have felt competent to answer before”.

Discovered networking opportunities

“[it’s] opened up a network of people that I didn’t know was there”.

- **Broadened skillset to become expert**

- *“[it’s] opened my eyes to different things. I hear what’s going on in the wider world of things”.*

Spread

Importance of early adopters initiating spread

“It has only taken one or two interested people to actually steer it in a different direction and making those links to the Research and Development team”.

Others interested in their work

Encourage others to undertake awards

Improved team confidence and ability

“That knowledge has been shared and asked about in my team”.

Management and Structures

Research as an ‘add-on’

“It was there: research. It was talked about but it was mainly thought about being done in your own time rather than in organisational time”.

‘We haven’t got time for research’

“The biggest barrier I have in terms of improving the services...is time”.

Understanding benefits: Cost-saving

“Sometimes people can see the rational[e] for cost saving agendas more clearly than they can for a research agenda”.

Management and Structures

Importance of supportive individuals/leaders

“If I was in any difficulty explaining it to my boss, [the head of research] would have been happy to support and help out”.

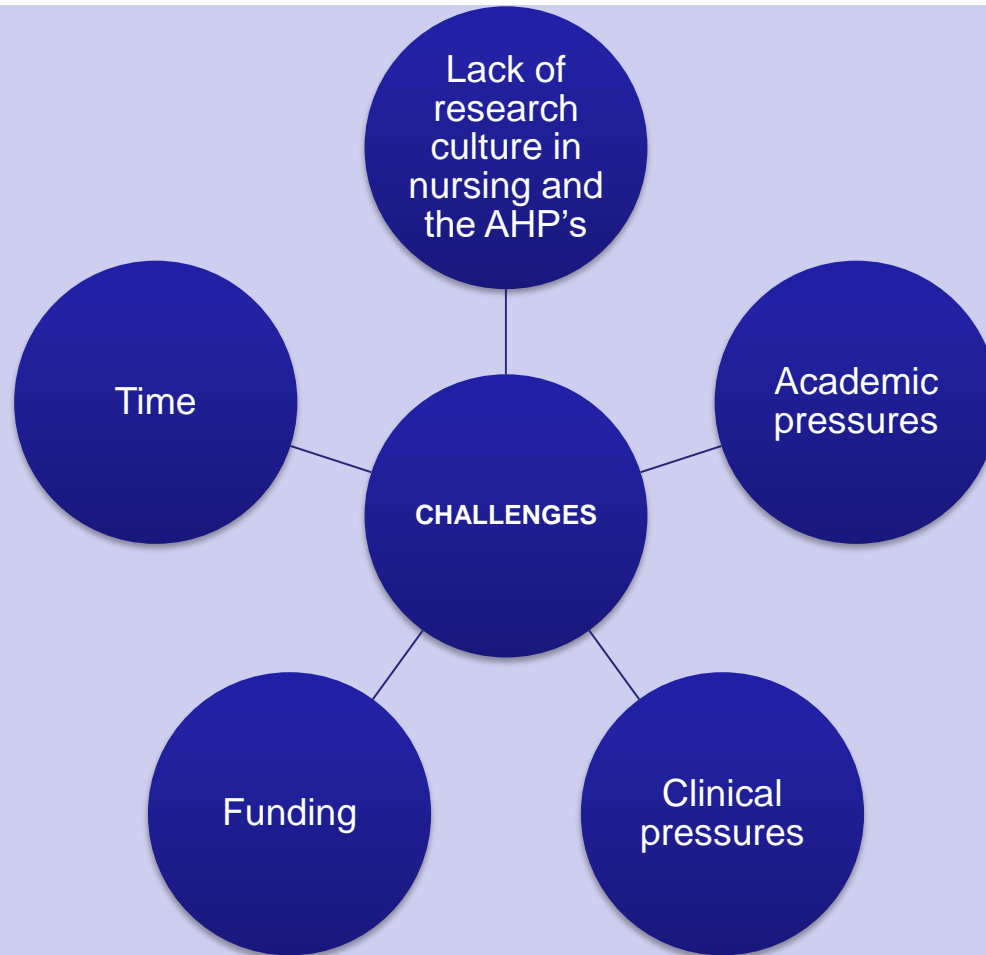
“The medical director...is very forward thinking...comes from a Trust where research was very high profile”.

“When I presented to the Trust, my boss came along... now [they] can see the value in it. [They’re] supporting me to do other things”.

Normalisation

“It’s about having people with those skills based within a clinical environment. To change it from within...you are just making that how things are. That takes ages”

Recognised Challenges



A new initiative: Clinical Academic Fellowship

Clinical practice

- Newly qualified nurses
- Substantive posts in local trusts (LPFT, ULHT)
- 30 hours per week contracted to clinical practice



Academic practice

- 7.5 hours per week
- Secondment to the University of Lincoln
- Engagement in research activity and teaching opportunities
- Opportunity to contribute towards papers for publication and presentations for national conferences
- Establishing links between research projects and clinical practice

Clinical Academic Fellow profiles

Trish Tsuro



- Staff Nurse on a vascular inpatient ward - United Lincolnshire Hospital Trust
- Contributing to work around a values based project on dignity in clinical practice and a project on self-management living with and beyond cancer.
- Student liaison link nurse.

Emily Scott



- Staff Nurse on a male acute inpatient ward – Lincolnshire Partnership Foundation Trust
- Contributing to work around Mental Capacity and DOLs standards and monitoring and assessing the physical healthcare needs of patients in inpatient settings.
- Safeguarding champion.

Being a Clinical Academic Fellow

- Exciting, challenging and rewarding.
- Opportunity to be part of a team that nurtures the development of good research skills and information governance.
- Requires good communication and good organisational skills.
- Networking
- Enhances the ability to become evidence and value-based practitioners embodied in everyday aspects of practice, thereby substantiating the need for research and practice to co-exist.
- Our clinical practice has been enhanced because we think around our activities, the reasoning behind them and how they can be improved.
- Opportunities for continued personal development.

Challenges of being a Clinical Academic Fellow

- Time – being a NQN and managing the workload
- Gaining managerial support and the support of clinical team
- Travelling
- Progression after the secondment year has ended

Any Questions?

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