The Leeds Teaching Hospitals NHS Trust

Educationally Supporting and Developing Research in Practice: Feedback from a Regional Research Education and Awareness Pilot

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Research & Innovation
Changing the future of healthcare

Research can be confusing…

Background and Context

- Chief Nursing Officer (CNO) Research Strategy (2021)

- **Students**
  - Current models of undergraduate / Pre-registration training and education can be limited
  - Does not always reflect the reality of how research is delivered in health and social care

- **Research Awareness in Clinical Practice**
  - Research awareness can be limited
  - Needs "demystifying"

Delivery of Research in Practice

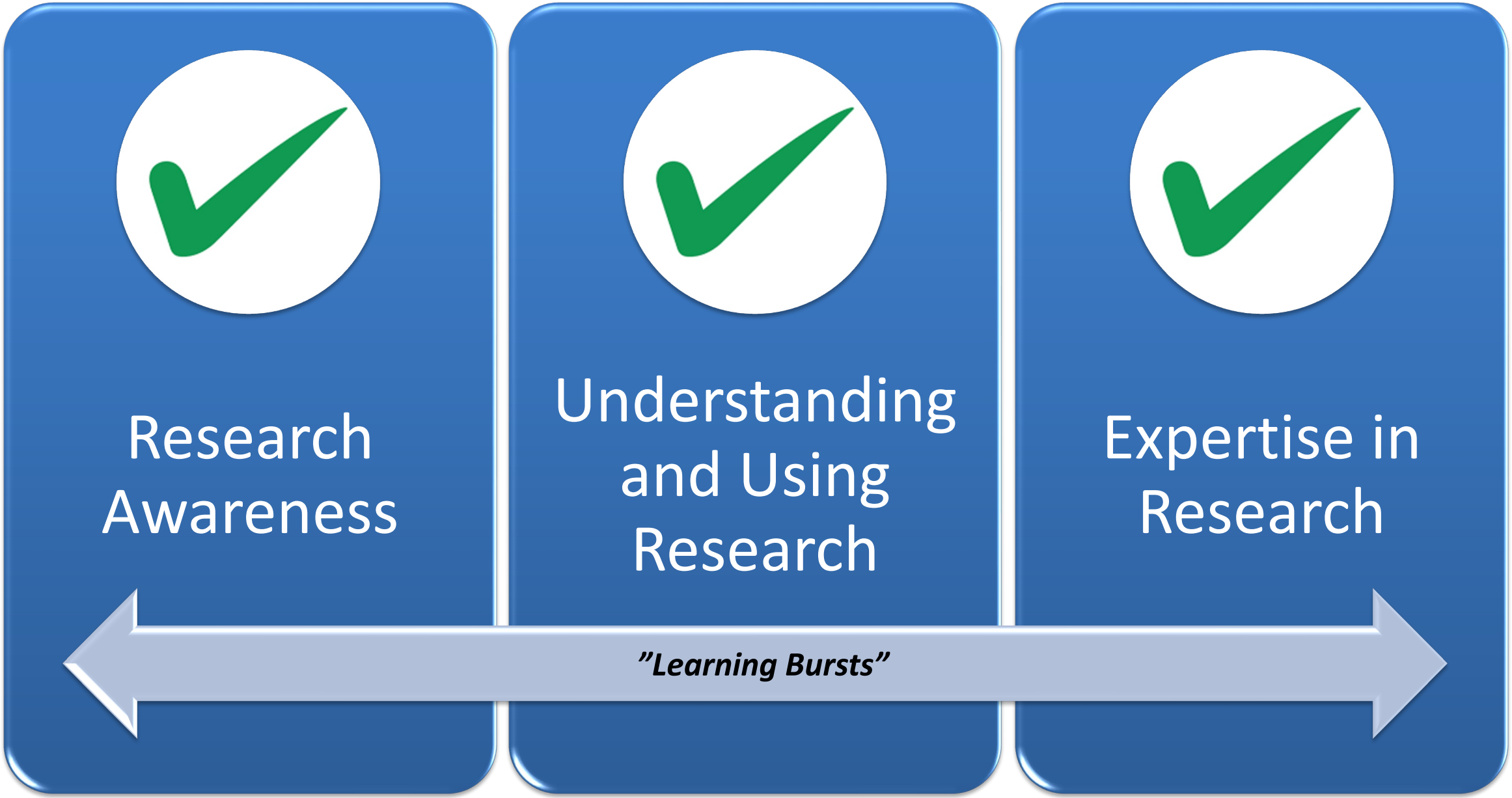
- Training for those working in Health and Social Care Research is often limited to:
  - Mandatory research training
  - "On-the-Job" training (Rangan et al, 2017)
  - Involving clinical staff

- **Clinical Academic Development**
- Existing NIHR / HEE pathways
- Is something else required further "downstream"?

“Bridging the Gap”
From an educational perspective

LTHT Research Academy

- Developed locally in Leeds between 2017-2019
- Funded by the NIHR between 2020 and 2022 to evaluate our training program
- Offers a full curriculum of education and training focused on raising research awareness, Clinical Research delivery and supporting NM academic development
- Dedicated, Specialist team with both educational and research expertise



Hare and Whitehouse, 2022

The use of “Learning Bursts” at LTHT

This model accommodates adult learning theory, attention span, learner motivation, the variety of learning styles found in learners, and the need for efficiency in healthcare education

Vaughn et al, (2001)

- Standardised model
- Modular application allows bespoke and longer courses to be delivered
- CPD Accredited
- An evaluated model which compliments and enhances existing training

What do we currently offer?

- In-depth training in Clinical Research for those delivering research in practice to enhance existing training
- Healthcare Professionals Principal Investigator (PI) Programme
- Research Leadership Development
- Embedding research awareness training on LTHT training such as:
  - Preceptorship
  - Induction
  - Specific local development courses

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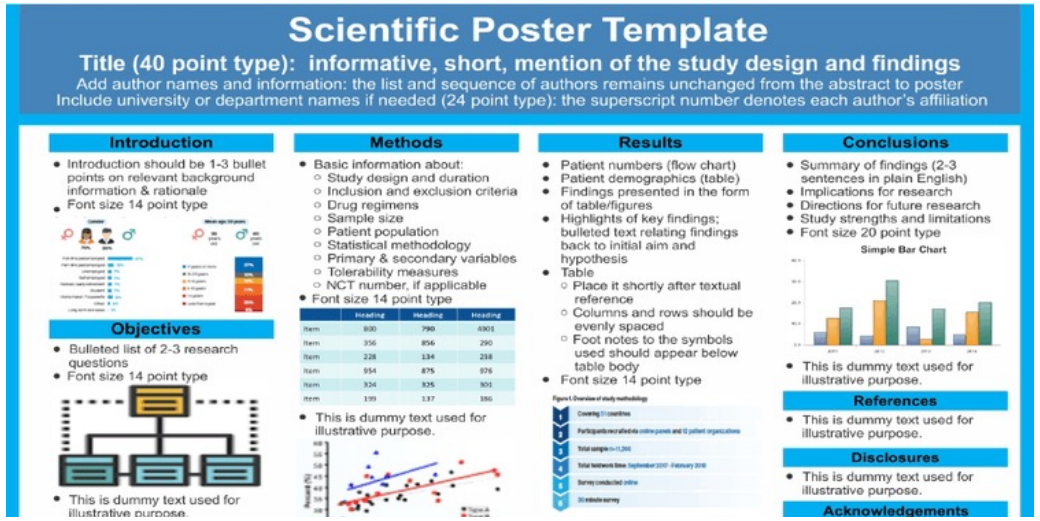
What do we currently offer?

- The **"Building *Blocks*"** Programme was developed and delivered in conjunction with the Medical Library and Evidence team
  - It aims to prepare staff to understand the evidence and develop a potentially fundable research question

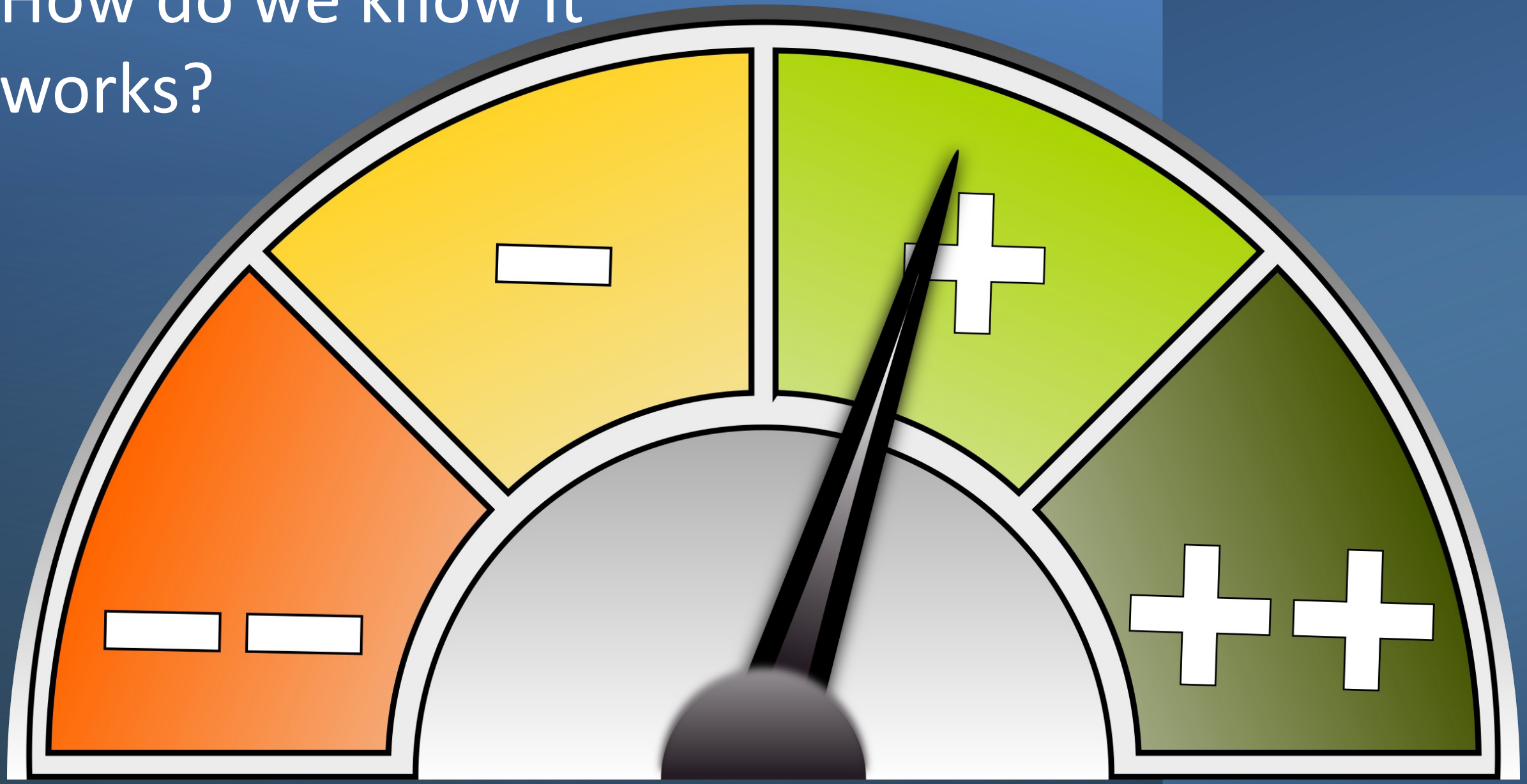
- Using Critical Apprised Topics (CATs) to inform Healthcare Practice: What is the clinical bottom line?

- Abstract writing
- Poster design
- Writing for Publication



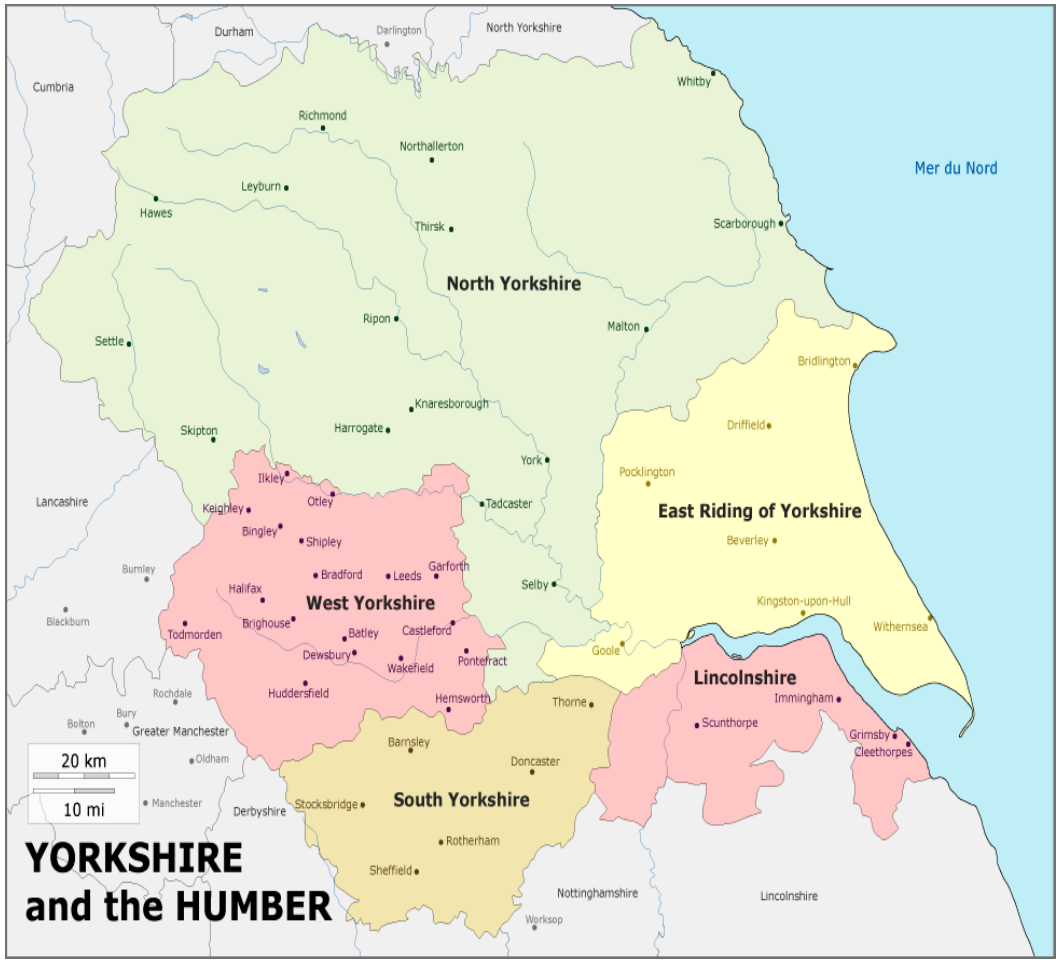
- **Student Nurses**
- Engagement with local Higher Education Institutions (HEIs)
- Provision of standardised taught sessions covering **“real world”** delivery and application of Clinical Research and Evidence-Based Practice
  - Student Nurses (Year 1 -3)
  - Nursing Associates
- Research placement Programme across specialities

How do we know it works?

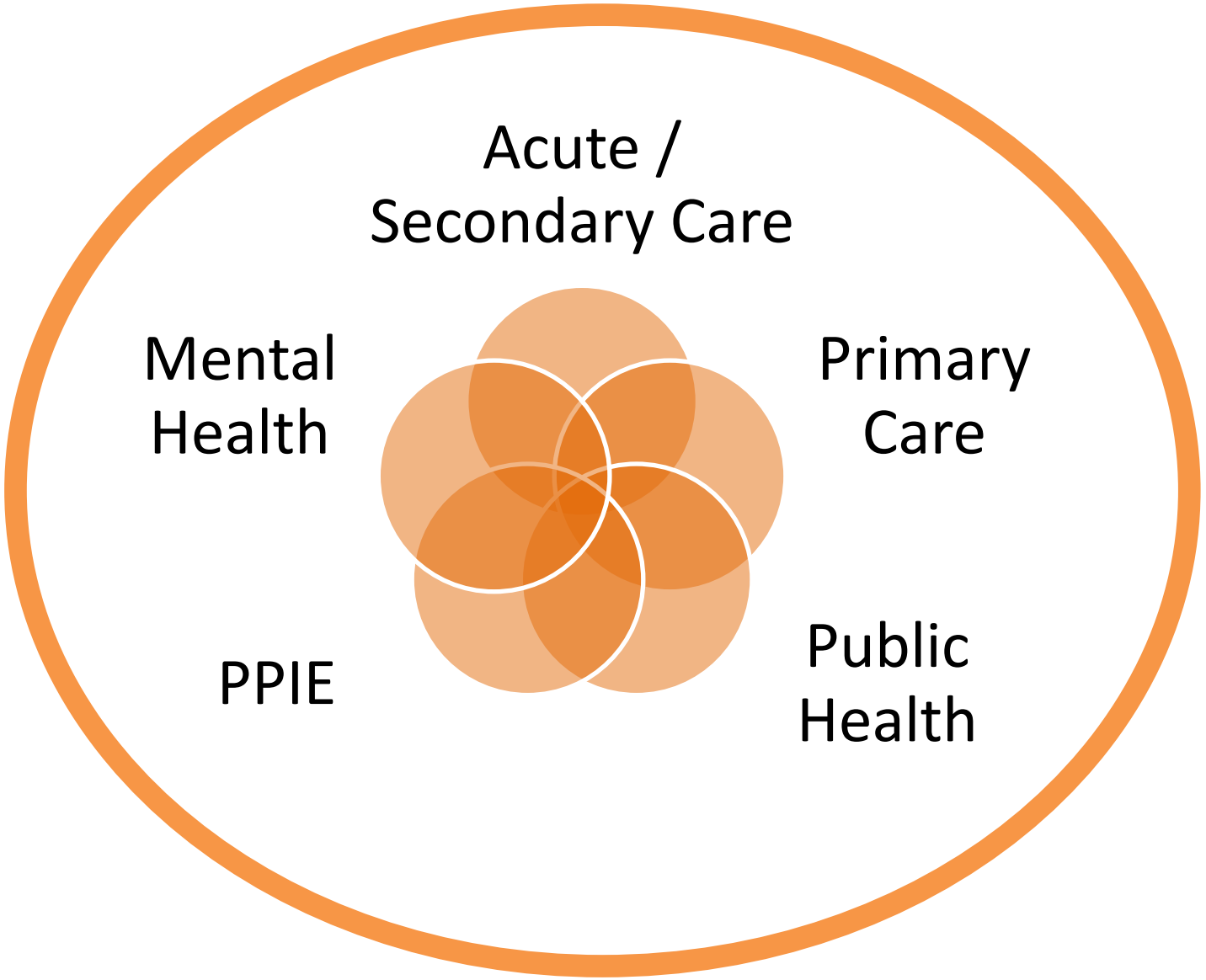


Overview of Regional Pilot

- Funded by Yorkshire and Humber Local Clinical Research Network (LCRN) between 2020 – 2022
- **12** pilot sites across Yorkshire & Humber region
- Training Needs Analysis
- Stakeholder engagement
- Training Delivered
  - Learning Burst curriculum
  - Principal Investigator Training
  - Research and Evidence-Based Practice in Public Health
  - Research Awareness



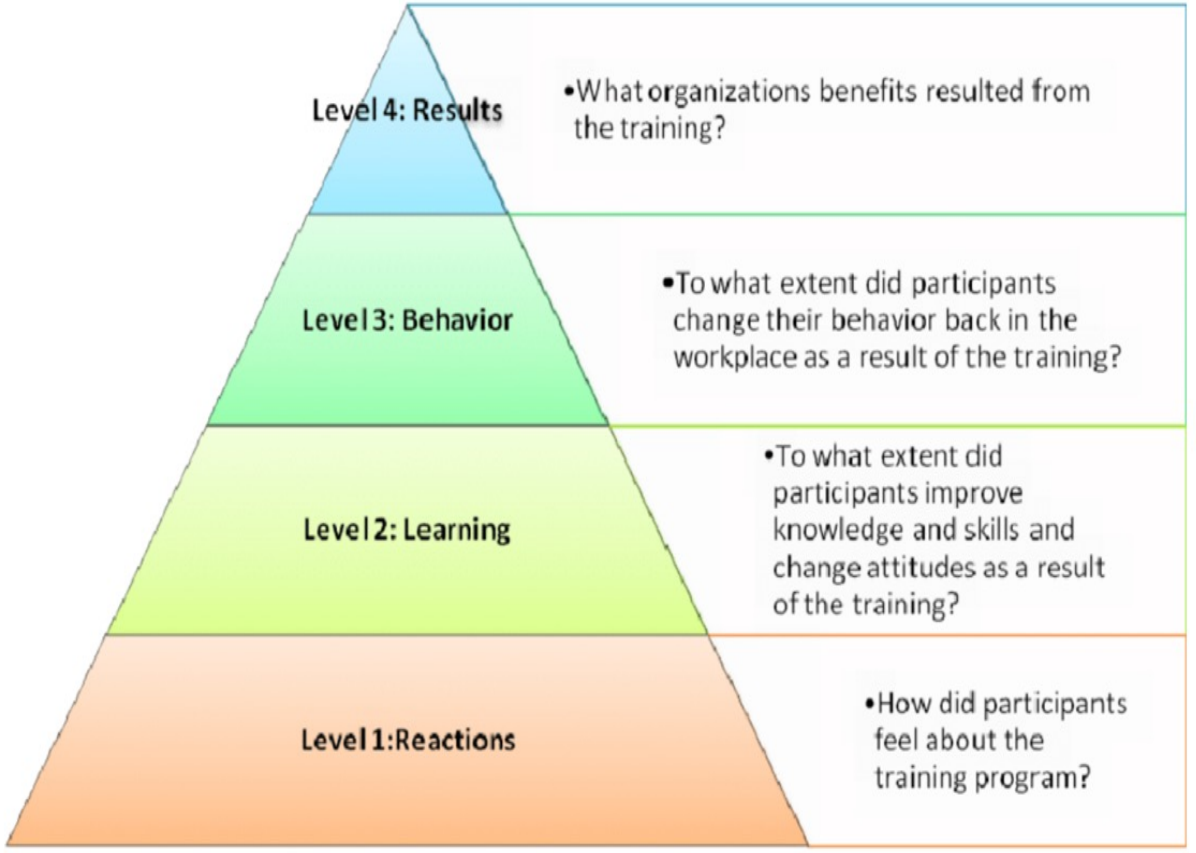
Overview of Yorkshire and Humber Regional Pilot



Phase	Group	N=
1	Learning Bursts	21
1	PI Training	30
2	Learning Bursts	107
2	Public Health Research Training	43
Total		201

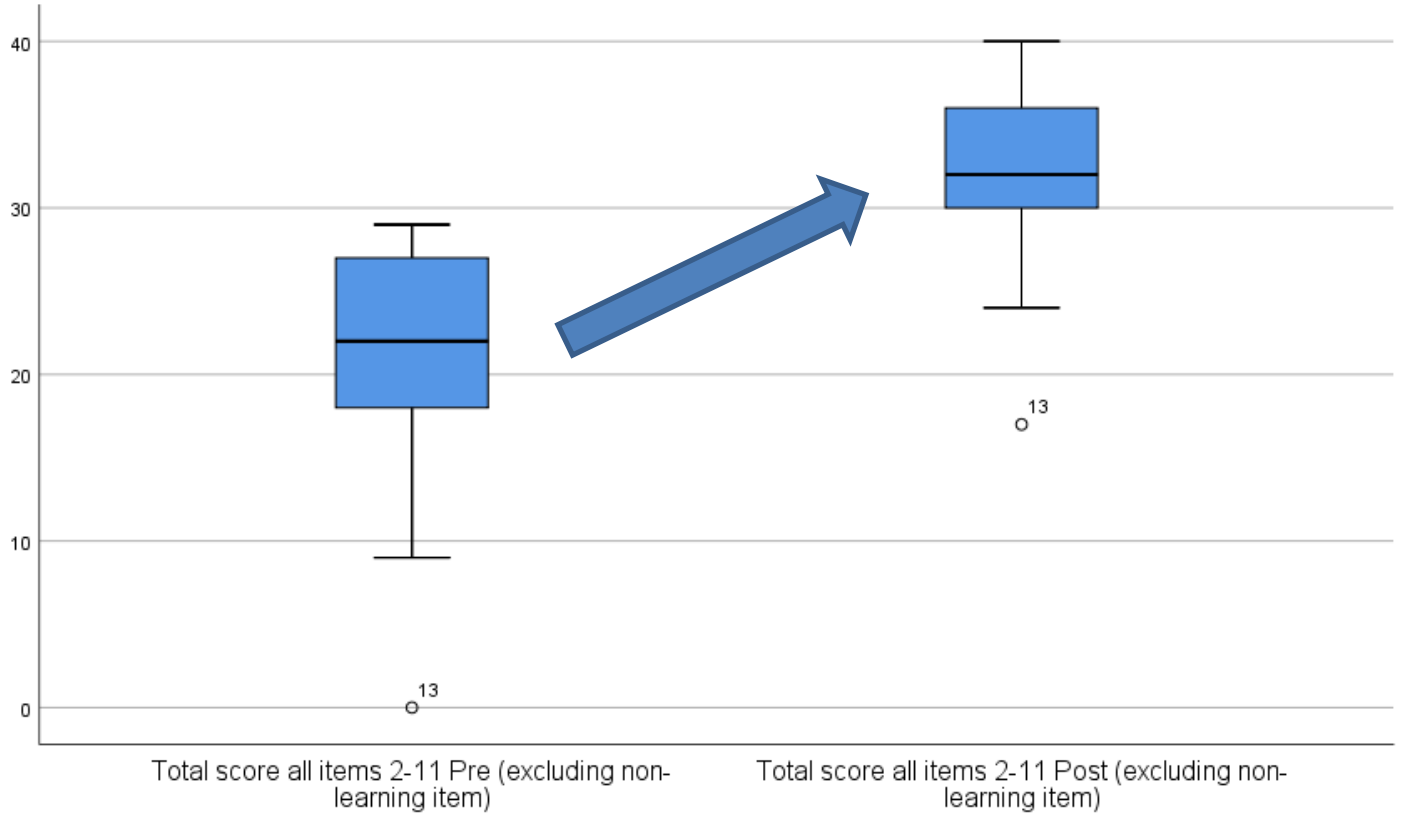
Evaluation of Learning

Level 1	Reaction	Per session evaluations
Level 2	Learning	Pre and post knowledge check
Level 3	Behavior	1 year post training
Level 4	Results	Not completed (Yet)



Kirkpatrick (2006)

Evaluation of Pre and Post Learning

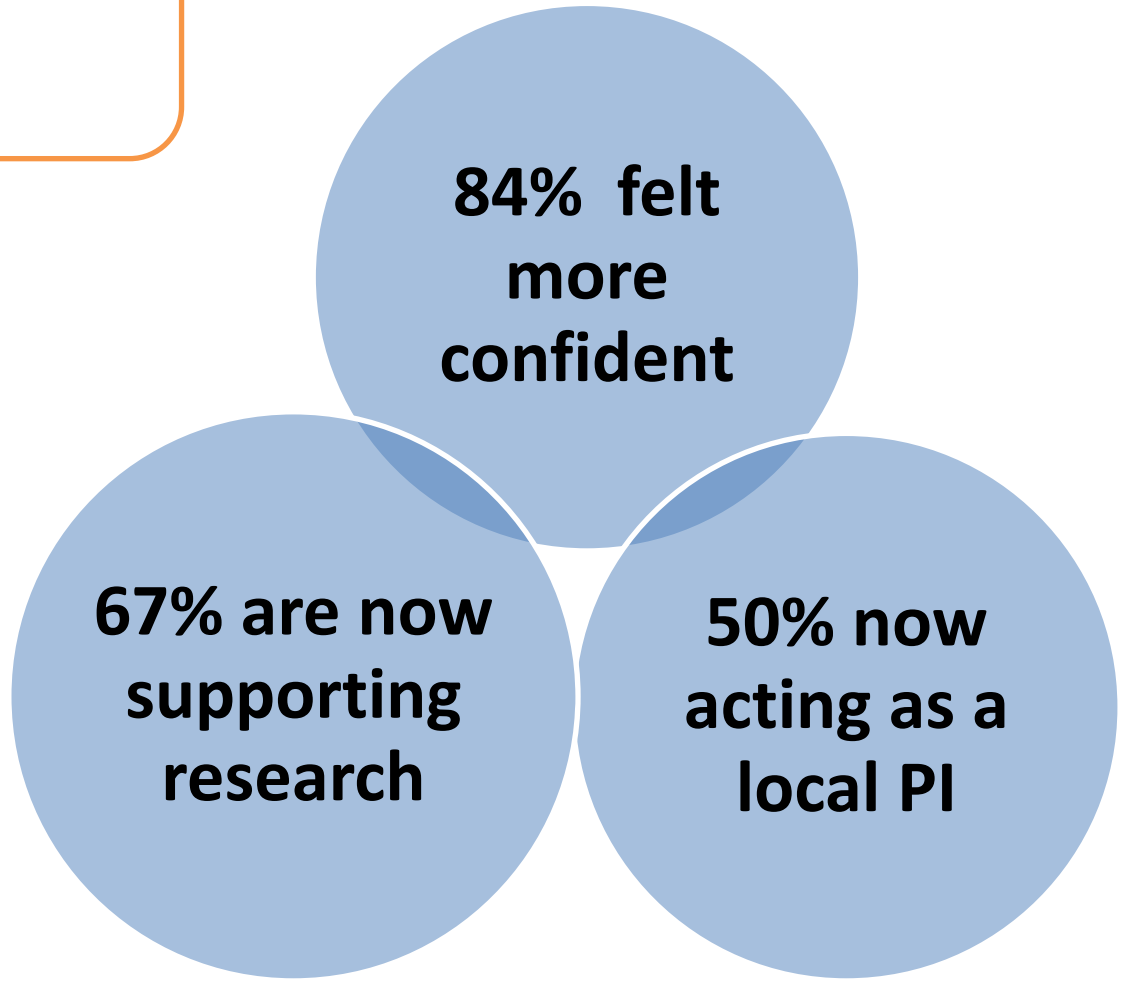


Phase I “Learning Burst” Group Pre and Post knowledge check

- Pre and Post-intervention knowledge checks highlight a significant increase in knowledge across phase I and II groups
- Statistically tested using Wilcoxon Signed Ranks Test

NMAHP PI Group 1-year Post-Training Evaluation

1	anonymous	It was a very thorough course which was very clear about the role and responsibilites of the PI of a study. It gave me the confidence to take on the role for a multi centre study.
2	anonymous	I really enjoyed the NMAHP training but would be appreciate support going forward in some form when due to undertake Associate PI training.



Qualitative data

“Excellent training, I would like to see this rolled out on a wider scale”

”I enjoyed the course. It consolidated and extended the knowledge I had about the NMAHP PI role”

“Really interesting and informative sessions which have helped to reinforce my training and refresh my knowledge for my new role”

Next steps

- Developing a sustainable model with future funding
- Widening access to the curriculum
- Offer to specific groups e.g. Senior Nursing and operational leaders
- Developing local/regional/ national collaborations
  - National NIHR Nursing and Midwifery PI Programme Pilot
  - Northern Ireland
- Publication and dissemination of results
  - Further evaluation and research

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