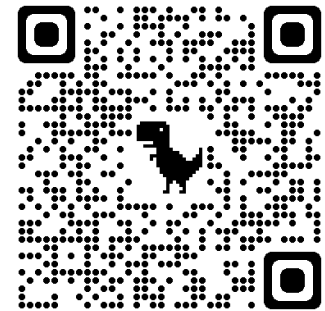


Educationally Supporting and Developing Research in Practice: Feedback from a Regional Research Education and Awareness Pilot

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Research can be confusing...

Quality Improvement

Evidence Based Practice

Clinical Research

Clinical Academic Careers

Evaluation



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**





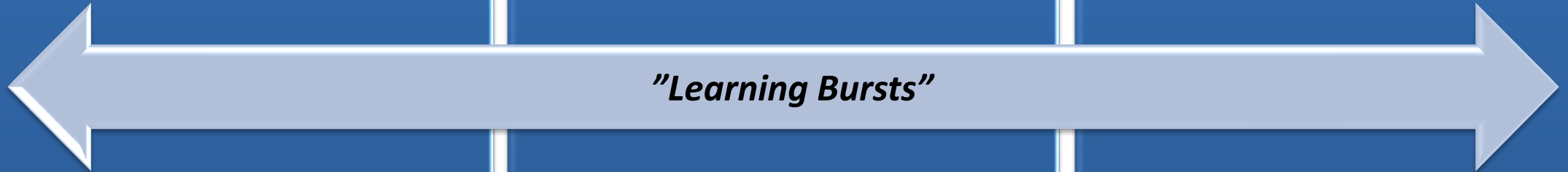
Research
Awareness



Understanding
and Using
Research



Expertise in
Research



"Learning Bursts"

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?

- 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 Appraised Topics (CATs) to inform Healthcare Practice: What is the clinical bottom line?
- Abstract writing
- Poster design
- Writing for Publication



Scientific Poster Template

Title (40 point type): informative, short, mention of the study design and findings
Add author names and information; the list and sequence of authors remains unchanged from the abstract to poster
Include university or department names if needed (24 point type); the superscript number denotes each author's affiliation

Introduction

- Introduction should be 1-3 bullet points on relevant background information & rationale
- Font size 14 point type

Methods

- Basic information about:
 - Study design and duration
 - Inclusion and exclusion criteria
 - Drug regimens
 - Sample size
 - Patient population
 - Statistical methodology
 - Primary & secondary variables
 - Tolerability measures
 - NCT number, if applicable
- Font size 14 point type

Item	Heading	Heading	Heading
Item	800	790	4901
Item	356	854	290
Item	228	134	218
Item	934	875	876
Item	324	325	301
Item	139	137	180

Results

- Patient numbers (flow chart)
- Patient demographics (table)
- Findings presented in the form of table/figures
- Highlights of key findings; bulleted text relating findings back to initial aim and hypothesis
- Table
 - Place it shortly after textual reference
 - Columns and rows should be evenly spaced
 - Foot notes to the symbols used should appear below table body
- Font size 14 point type

Conclusions

- Summary of findings (2-3 sentences in plain English)
- Implications for research
- Directions for future research
- Study strengths and limitations
- Font size 20 point type

Objectives

- Bulleted list of 2-3 research questions
- Font size 14 point type

References

- This is dummy text used for illustrative purpose.

Disclosures

- This is dummy text used for illustrative purpose.

Acknowledgements

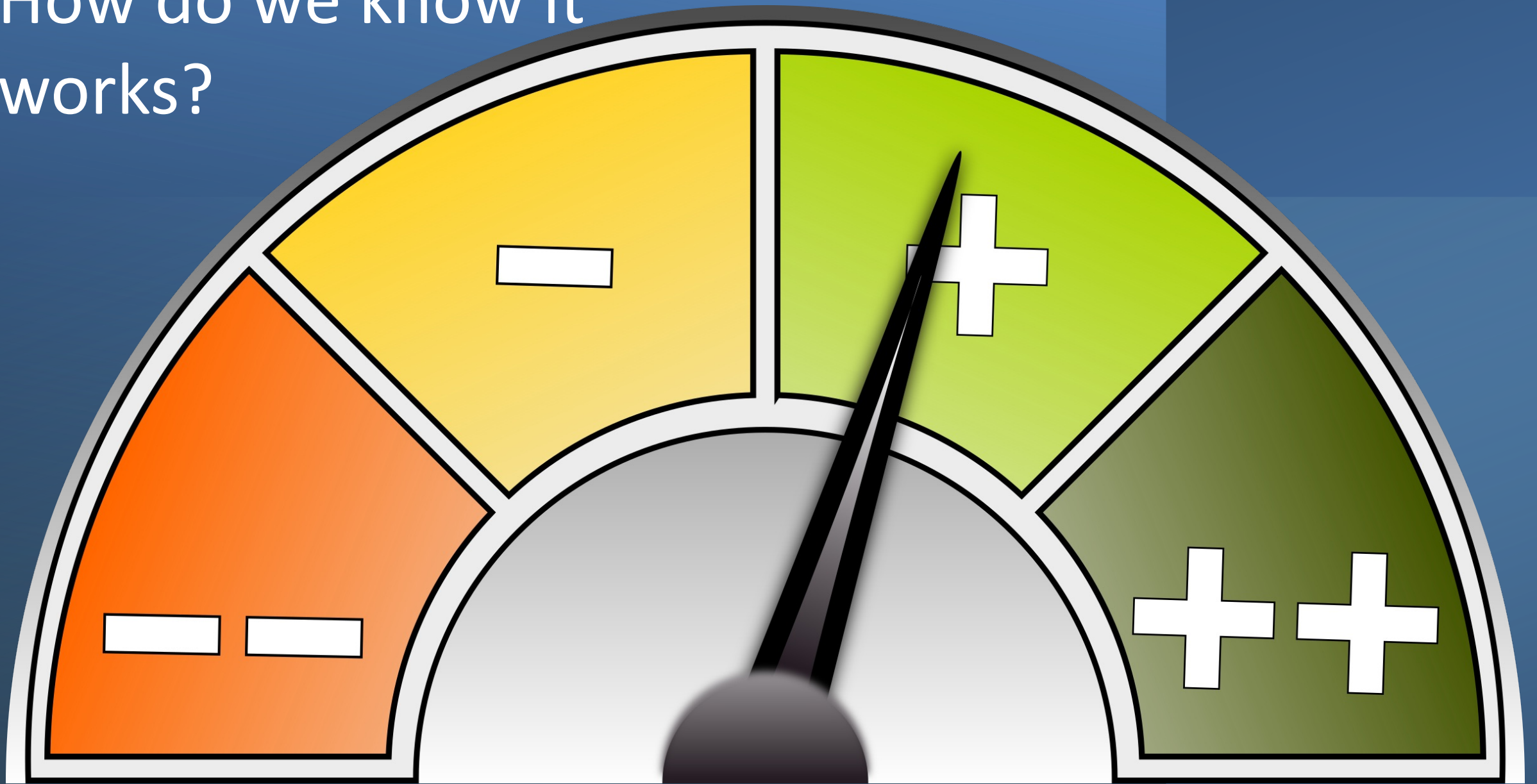
Figure 1: Overview of study methodology

- Overview of study methodology
- Participating research centres and CI patient organisations
- Total sample n=12,000
- Trial network time: September 2017 - February 2018
- Primary endpoint: ORR
- Secondary endpoint: OS

- **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

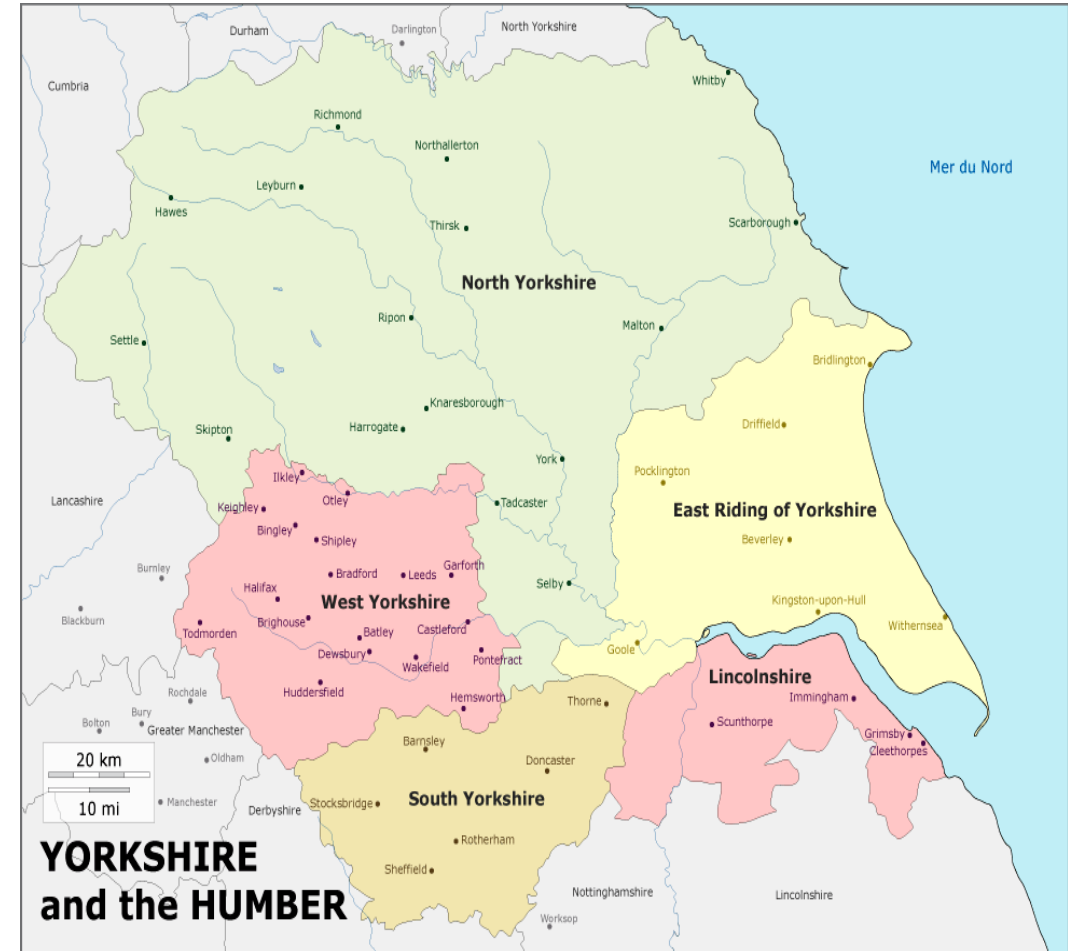


How do we know it works?

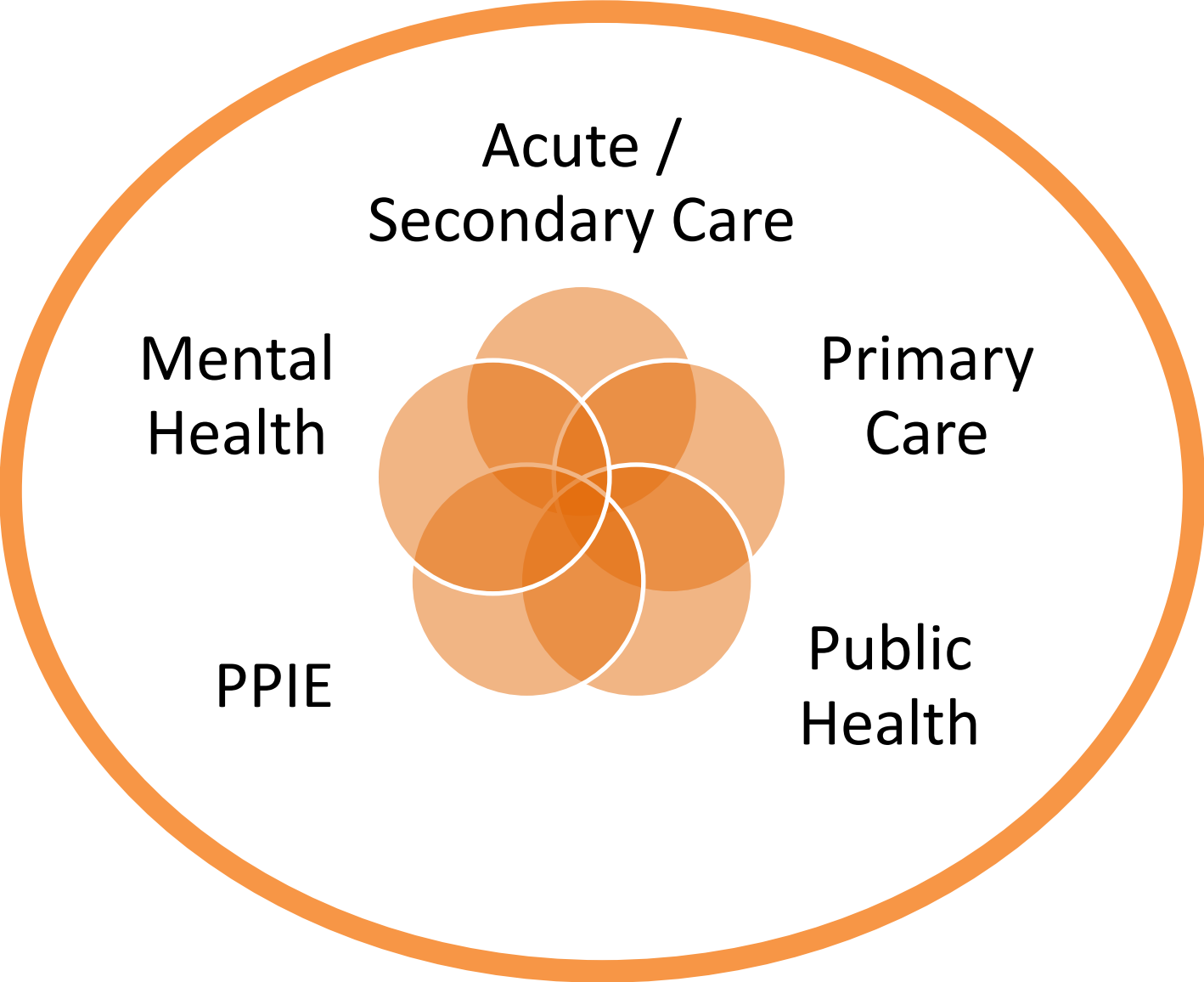


Overview of Regional Pilot

- 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



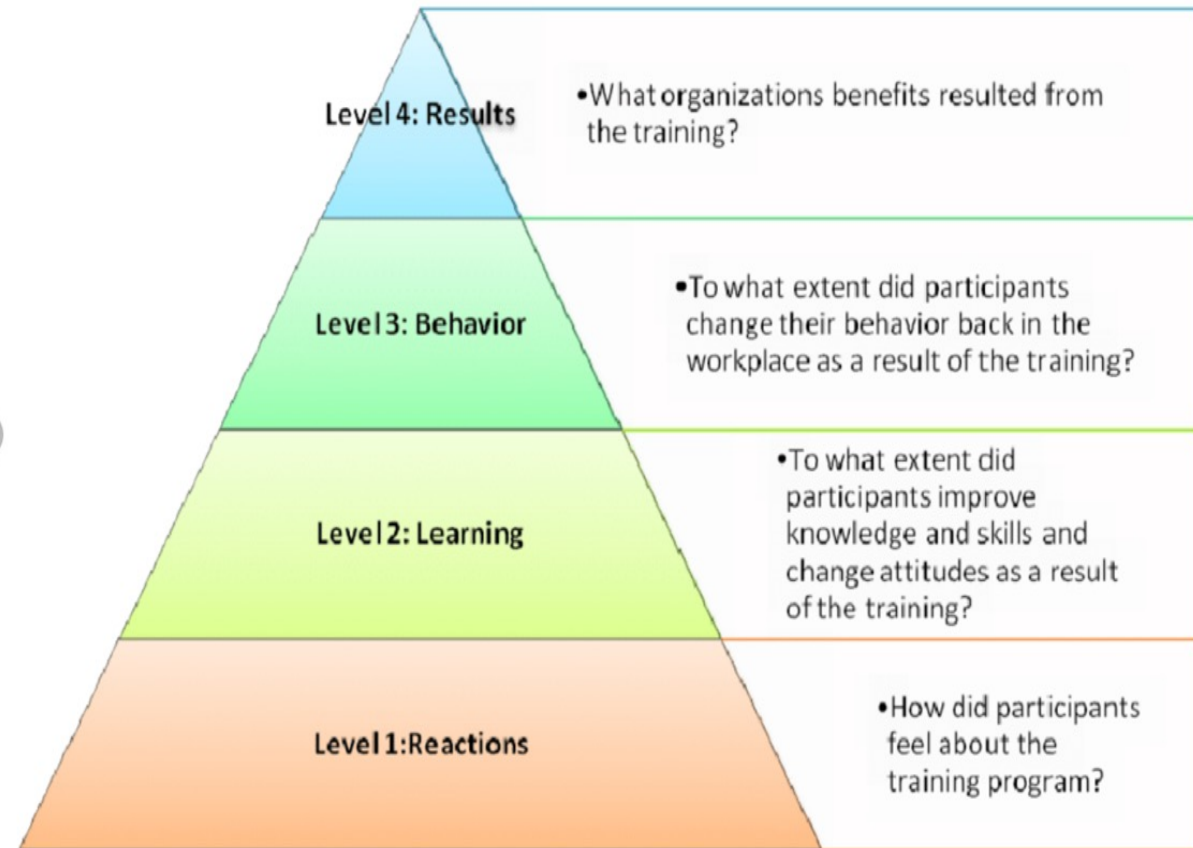
Overview of Yorkshire and Humber Regional Pilot



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

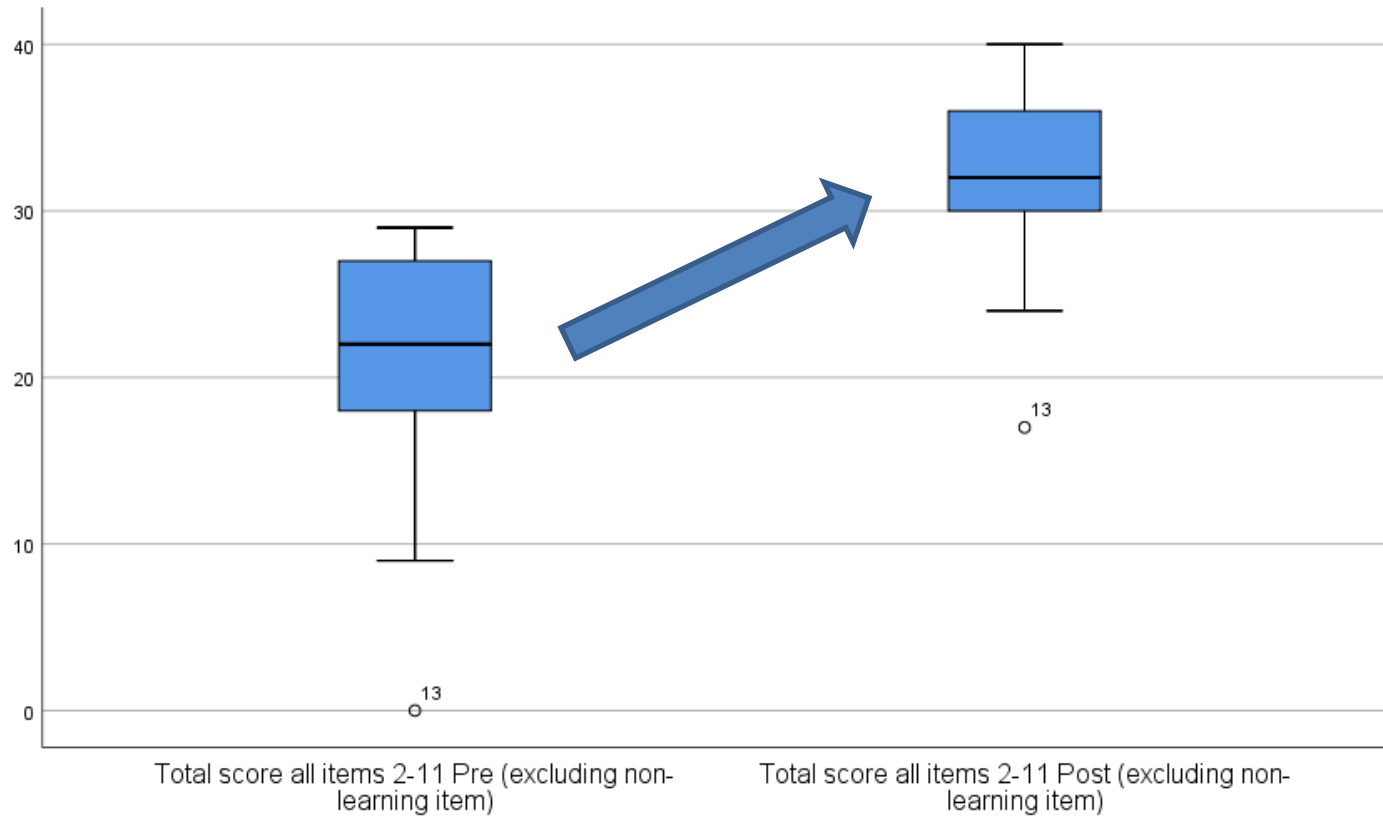
Evaluation of Learning

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 responsibilities 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 appreciate support going forward in some form when due to undertake Associate PI training.

84% felt more confident

67% are now supporting research

50% now acting as a local PI

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”



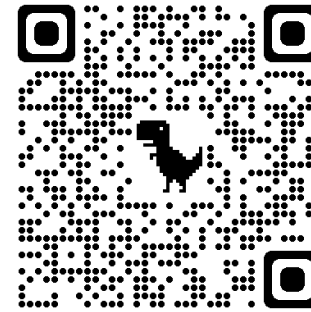
Next steps

- 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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