



# “Finding and releasing research potential in Nursing: Flipping the “too difficult” box and maximising opportunities”

Linda Tinkler

Trust Lead, Nursing, Midwifery and AHP Research

The Newcastle upon Tyne Hospitals NHS  
Foundation Trust



# release *verb*



/rɪ'liːs/

/rɪ'liːs/

+ Verb Forms

set somebody free

- 1 ★ to let somebody come out of a place where they have been kept or stuck and unable to leave or move

# potential *adjective*



OPAL W

OPAL S

/pə'tenʃl/

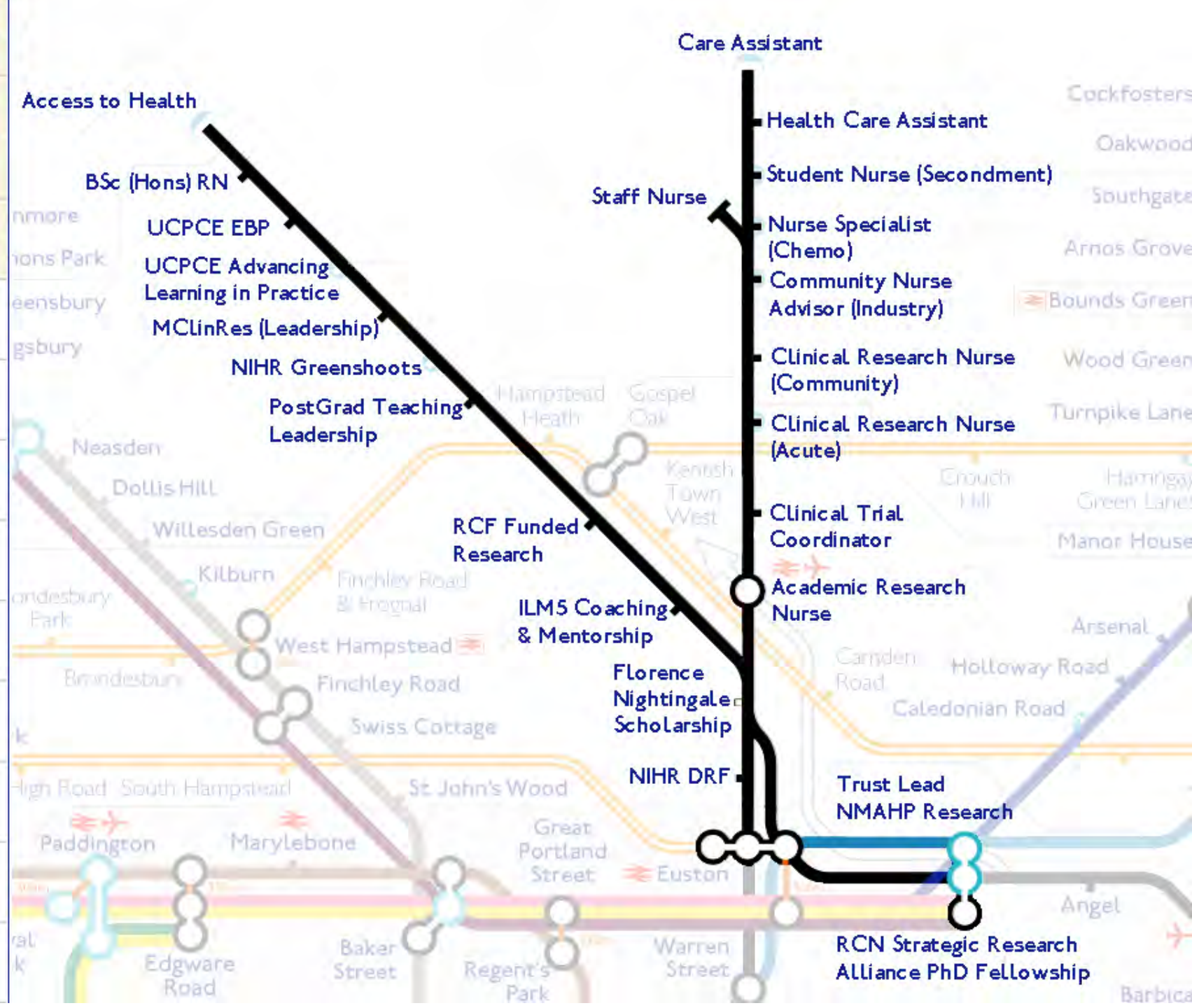
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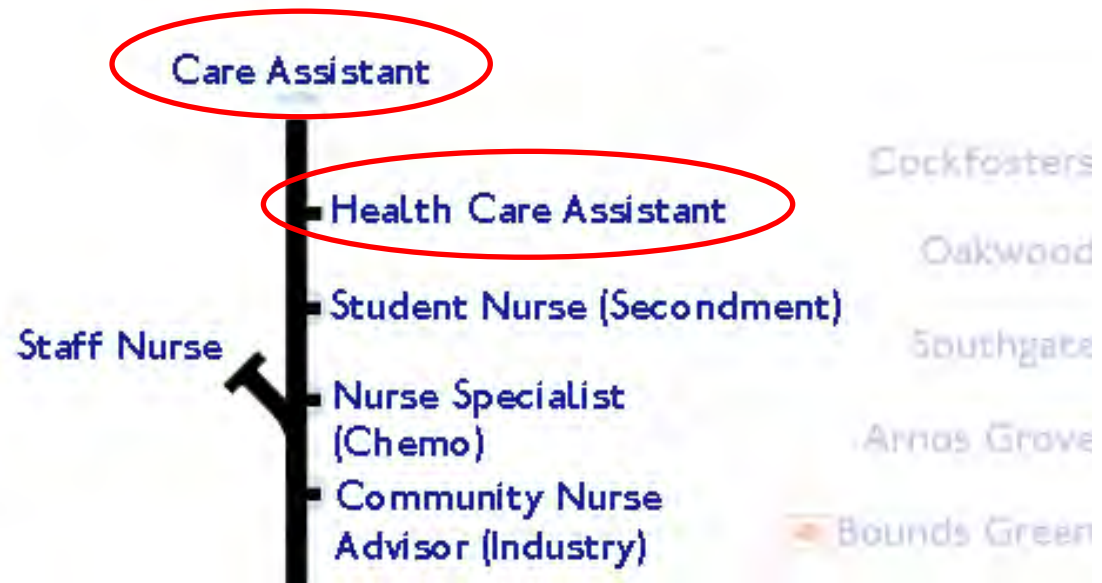
[only before noun]

★ that can develop into something or be developed in the future

SYNONYM **possible**

Publications	Minor delays	+
Navigating The Landscape	Reduced service	+
Rejection	Severe delays	+
Resilience	Good service	
Impact	Good service	
Influencing	Good service	
Supporting Others	Good service	
Disseminating	Good service	
Collaboration	Good service	
Mentorship	Good service	
Development	Good service	
Building Key Relationships	Good service	







## Nursing students' experience of research during clinical placements

Whitehouse CL (2017) Nursing students' experience of research during clinical placements. *Nursing Standard*, 31, 38, 47-55. Date of submission: 24 April 2016; date of acceptance: 1 July 2016. doi: 10.7746/ns.2017.e0539

**Claire Louise Whitehouse**  
Lead nurse for research, Research and Development, Clinical Research Facility, James Paget University Hospitals NHS Foundation Trust, Gorleston, Norfolk, England

**Correspondence**  
Claire.whitehouse@jpaget.nhs.uk  
@ClaireW\_UK

**Conflict of interest**  
None declared

### Abstract

**Aim** To investigate pre-registration nursing students' experience of research during clinical placements, and to identify any positive aspects or barriers to gaining experience of research during clinical placements.

**Method** Qualitative, phenomenological, semi-structured interviews were undertaken with pre-registration degree-level nursing students. The students were attending one university in the east of England, and were on clinical placements at one of three hospital sites in two trusts. Data were reviewed using thematic analysis.

**Findings** The main themes that emerged from the interview data were: visibility, mentor influence, placement culture, student mindset, and role of the university. The study participants provided suggestions that could be adopted by universities and trusts to improve nursing students' experience of research during clinical placements, such as increasing opportunities to shadow research teams, introducing research earlier in the pre-registration course, and including a practical research module in the course.

**Conclusion** Nursing students' experience of research during their clinical placements varied. It is important for trusts and universities to identify ways to improve nursing students' experience of research and to enhance their research learning, since research activity drives innovation and best practice.

## Engaging student nurses in research 1: research-delivery placements

08 AUGUST, 2022

This article explores the role of clinical research in the NHS and how research placements for student nurses can help support this.

### Abstract

Registered nurses need to be prepared to understand and engage with research as part of core NHS business. This article is the first in a series of two that explores how this can be achieved through student nurse placements with clinical research teams. These placements offer excellent learning opportunities for students and can address placement capacity issues in NHS trusts. They require planning but can be very successful, engaging student nurses with the research agenda as well as promoting research in the nursing profession in the longer term.

Citation: Brand S et al (2022) Engaging student nurses in research 1: research-delivery placements. *Nursing Times* [online]; 118: 9.



## Enhancing nursing students' awareness of the role of cancer research nurses to improve future recruitment

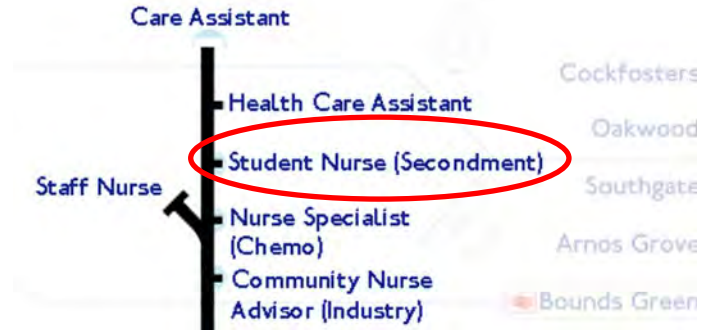
Ben Hood, Vivienne Wilson and Anne Croudass

**Citation**  
Hood B, Wilson V, Croudass A (2023) Enhancing nursing students' awareness of the role of cancer research nurses to improve future recruitment. *Cancer Nursing Practice*. doi: 10.7746/cnp.2023.e0794

**Peer review**

### Abstract

Concerns about oncology nurse recruitment – particularly in research nursing – were raised by the Experimental Cancer Medicine Centres national nurses steering group in 2017, and this led to the development of a national pilot educational engagement project. The project involved delivering educational sessions to nursing students to improve their understanding of the role of cancer research nurses and clinical research in cancer settings. These sessions were delivered onsite to second-year and third-year adult nursing students at two universities in north east England and one in Edinburgh, Scotland, and online to students at Canterbury Christ Church University, England. This article discusses the results of pre-intervention and post-intervention questionnaires that aimed to determine whether the educational sessions improved students' understanding of the research nurse role and whether they would consider it as a career on graduating.



Care Assistant

Health Care Assistant

Student Nurse (Secondment)

Staff Nurse

Nurse Specialist (Chemo)

Community Nurse Advisor (Industry)

Cockfosters

Oakwood

Southgate

Arnos Grove

Bounds Green



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The Newcastle upon Tyne Hospitals NHS Foundation Trust



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NIHR Post Doctoral Clinical Lectureship

NIHR Integrated Clinical Academic (ICA) programmes

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# Phase 2 Doctoral

# Phase 3 Post-Doctoral



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Fellowship opportunities from 2022-2027

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Tyne Hospitals  
NHS Foundation Trust

SPECIAL ISSUE DISCURSIVE PAPER

Journal of  
Clinical Nursing WILEY

## Clinical academic research internships: What works for nurses and the wider nursing, midwifery and allied health professional workforce

Philippa Olive RN, RSCN, BSc Hons Nursing, MSc (Research and Development), PGCE, PhD, Senior Research Fellow in Health Service Research and Innovation and Clinical Academic Faculty Lead<sup>1</sup> | Fiona Maxton RSCN, RN, PhD, Research and Development and NIHR 70@70 Senior Nurse and Midwife Research Leader<sup>2</sup> | Cate Ann Bell RM, RGN, DMid, MSc (Advanced Practice), MSc (Leadership), PgCHSCE, Head of Research/NMAHP Clinical Academic Programme Lead and NIHR 70@70 Senior Nurse and Midwife Research Leader<sup>3</sup> | Suzanne Bench RGN, MSc (Advanced Practice - Critical Care), PGDipHE, PhD, Professor of Critical Care Nursing Deputy Director of Research (Nursing) and NIHR 70@70 Senior Nurse and Midwife Research Leader<sup>4,5</sup> | Linda Tinkler BSc (Hons), MClinRes (Leadership) RN, Trust Lead for Nursing, Midwifery and Allied Health Professional Research and NIHR 70@70 Senior Nurse Leader, RCN Research Alliance PhD Fellow<sup>6,7</sup> | Steph Jones BA (Hons), MA, PGCert, PhD, Senior Research Fellow and Research Programme Manager<sup>8</sup> | Joyce Kenkre RN, MSc, PhD, Professor of Primary Care, Research Capacity Building Collaboration Wales Operational Lead<sup>9</sup>

### Why you should read this article:

- To be aware of the rationale for the development of clinical academic internships for nurses, midwives and allied health professionals
- To understand the aids and barriers to engagement in such opportunities
- To inform the design of future clinical academic career development programmes

## Clinical academic research internships for nurses, midwives and allied health professionals: a qualitative evaluation

Colette Miller, Julie Cook, Josephine Mary Evelyn Gibson et al

### Citation

Miller C, Cook J, Gibson J et al (2020) Clinical academic research internships for nurses, midwives and allied health professionals: a qualitative evaluation

### Abstract

**Background** Nurses, midwives and allied health professionals are integral to research, yet rarely engage simultaneously in research and clinical practice. Clinical academic internships offer a route for accessing academic research training.

**Aim** To determine facilitators and barriers to nurses' participation and engagement in research internships, and to suggest improvements for future programmes.

Underpinning Peer Support, Mentorship & Coaching



Healthcare at its best  
with people at our heart

# Health Professions Education and Learning Environment in Care Homes

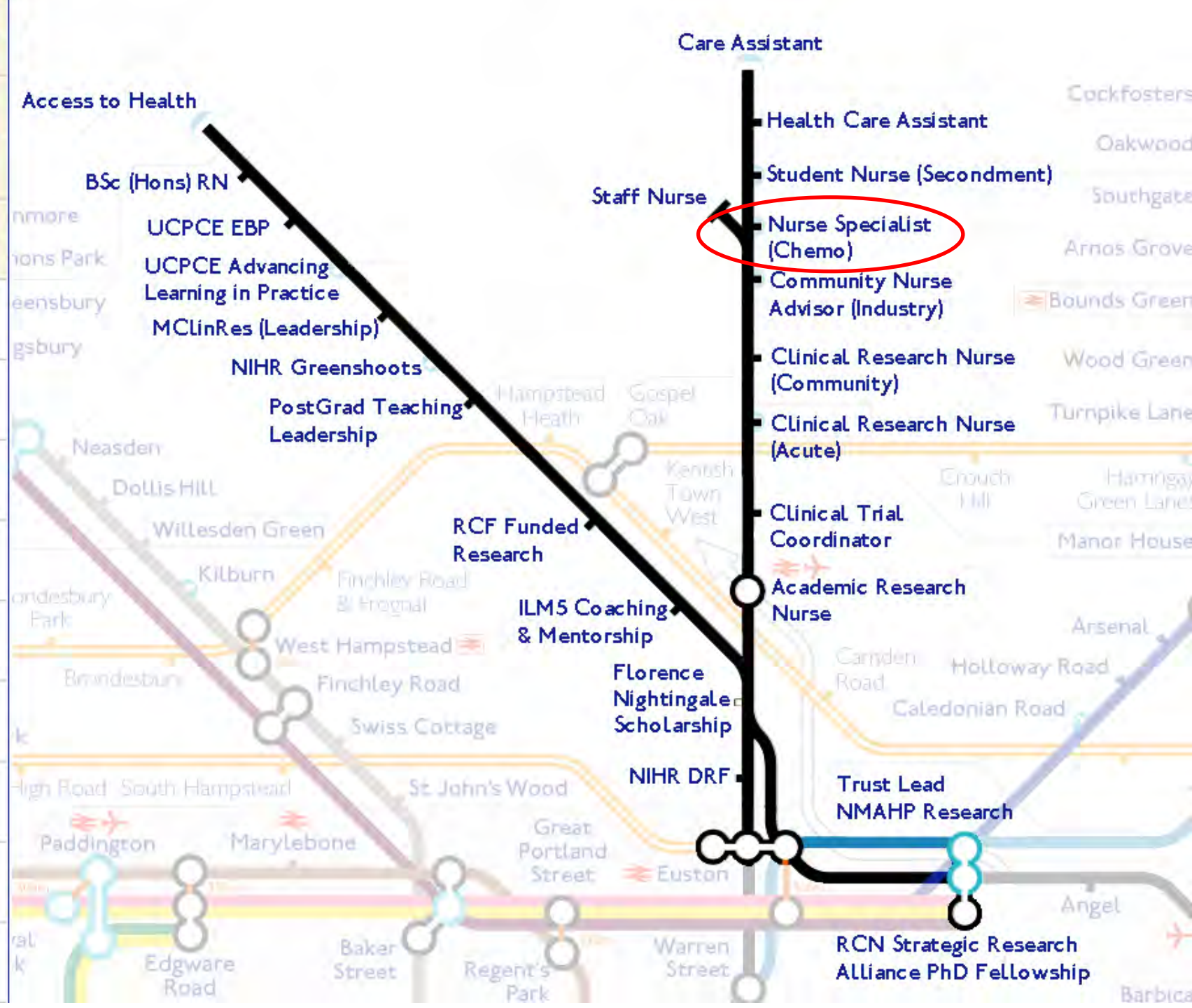
## Kemi Adeboye (Staff Nurse)

*“My internship/placement experience was a catalyst for me to pursue a doctoral program after qualifying, and I am grateful for the support and encouragement I have received at the departmental level, which has enabled me to combine clinical practice and academic development.”*





Publications	Minor delays	+
Navigating The Landscape	Reduced service	+
Rejection	Severe delays	+
Resilience	Good service	
Impact	Good service	
Influencing	Good service	
Supporting Others	Good service	
Disseminating	Good service	
Collaboration	Good service	
Mentorship	Good service	
Development	Good service	
Building Key Relationships	Good service	





Care Assistant

Access to Health

BSc (Hons) RN

UCPCE EBP

UCPCE Advancing Learning in Practice

MCLinRes (Leadership)

NIHR Greenshoots

PostGrad Teaching Leadership

RCF Funded Research

ILM5 Coaching & Mentorship

Florence Nightingale Scholarship

NIHR DRF

Staff Nurse

Health Care Assistant

Student Nurse (Secondment)

Nurse Specialist (Chemo)

Community Nurse Advisor (Industry)

Clinical Research Nurse (Community)

Clinical Research Nurse (Acute)

Clinical Trial Coordinator

Academic Research Nurse

Trust Lead NMAHP Research

Cockfosters

Oakwood

Southgate

Arnos Grove

Bounds Green

Wood Green

Turnpike Lane

Harringay Green Lanes

Manor House

Arsenal

Camden Road

Holloway Road

Caledonian Road

Neasden

Dollis Hill

Willesden Green

Kilburn

Finchley Road & Frognal

West Hampstead

Finchley Road

Swiss Cottage

Brondesbury Park

Brondesbury

High Road

South Hampstead

St. John's Wood

Great Portland Street

Paddington

Marylebone

Article

## The career Aspirations of the Research Delivery workforce: **The AspiReD Study**



Microsoft Forms

Nine NHS Trusts in England  
Surveys completed so far: 299, RR 44%



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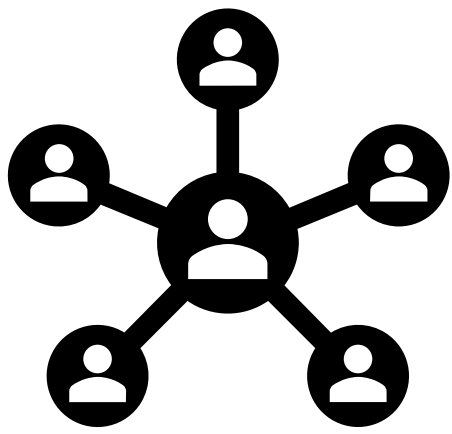
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Professor and Director, Clinical School, Royal Devon and Exeter NHS Foundation Trust and University of Plymouth, UK;  
Clinical School, University of Plymouth UK, School of Nursing & Midwifery, Monash University,  
Australia


### **Helen Quinn**

Research and Development Director, Research and Development, Royal Devon and Exeter NHS  
Foundation Trust, UK;  
University of Exeter, UK



OPEN ACCESS

# Clinical research nurse and midwife as an integral member of the Trial Management Group (TMG): much more than a resource to manage and recruit patients

Clare Pye ,<sup>1</sup> Linda Tinkler,<sup>2</sup> Mostafa Metwally<sup>1</sup>

<sup>1</sup>Jessop Wing, Sheffield Teaching Hospitals NHS Foundation Trust, Sheffield, UK

<sup>2</sup>Freeman Hospital, Newcastle Upon Tyne Hospitals NHS Foundation Trust, Newcastle Upon Tyne, UK

**Correspondence to**  
Mrs Clare Pye, Jessop Wing, Sheffield Teaching Hospitals NHS Foundation Trust, Sheffield S10 2JF, UK; clare.pye1@nhs.net

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## ABSTRACT

**Background** The clinical research nurse/midwife (CRN/M) makes a unique contribution to research delivery in the National Health Service, resulting from a close therapeutic relationship with research participants. Investment in research infrastructure has led to nurses and midwives undertaking extended roles to deliver clinical research and evidence demonstrates the important contributions they make to the clinical research process, quality of research outcomes and most importantly the safe expert care of research participants. The value of the CRN/M's contribution to the broader research team and acknowledgement of the importance of their input, however, remains unspecified and tacit in

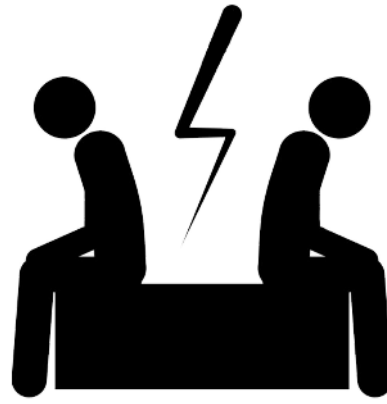
Investment in research infrastructure has led to nurses and midwives undertaking extended roles to deliver clinical research<sup>3</sup> and evidence demonstrates the important contributions they make to the clinical research process, quality of research outcomes and importantly the safe expert care of research participants.<sup>4</sup> The value of the CRN/M's contribution to the broader research team and acknowledgement of the importance of their input, however, remains unspecified and tacit in nature.

The innovative model described and depicted ([figure 1](#)) positions the CRN as an integral member of the Sheffield Centre for Reproductive Research (SCEPTR) as the role is embedded as a co-appli-



*“To ensure my local research teams know me”*

*“To ensure my local research teams know how I can help”*



*“Because research is seen as 'an add on' instead of part of clinical care, clinicians don't have time to engage in research.”*

*“It is not often considered a priority by managers or heads of services.”*

*“There should be more opportunities for those not involved in research delivery teams to express an interest in being involved in research projects.”*

*A specific view I have about my role in relation to the delivery of clinical research in the NHS is...*



The University  
Of  
Sheffield.

# release *verb*

**B1**

/rɪ'li:s/

/rɪ'li:s/

+ Verb Forms

set somebody free

- 1 **B1** to let somebody come out of a place where they have been kept or stuck and unable to leave or move



# potential *adjective*

**B2**

OPAL W

OPAL S

/pə'tenʃl/

/pə'tenʃl/

[only before noun]

- ★ that can develop into something or be developed in the future

SYNONYM possible



Nursing Midwifery & AHP Researcher Development Institute  
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Building Key Relationships	Good service	

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