Increasing Patient Awareness of Research Activity within Oxford University Hospitals
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Context (why)
• One of the high level objectives of the National Institute of Health Research (NIHR) is to increase the number of research participants
• Recruitment is one of the biggest challenges in research
• List of studies in the Trust not easily found (ouh.nhs.uk/research/)
• The Trust website only includes a small number of studies – it’s much more than this!

Objective (what)
• To give an outlet for research active departments to advertise their current research available to patients
• Modify the webpage to:
  o Be more visually appealing
  o Patient-friendly categories (e.g., use of ‘brain’ rather than ‘neurological’)
  o Simplify how information is presented and searched for

Impact
Short term:
• Increase site visit figures after implementing changes
Longer term:
• Increase number of studies advertised on the web page
• Increase recruitment figures

Main steps
Identify and engage with key stakeholders
Confirm resources and expectations
Evaluating impact and outcomes

Stakeholders map
Meet Their Needs
Patients and the public
PPI/E managers

Confirm resources and expectations

Patients and Public (via PPI/E Managers)
• Good to have information from multiple media
• Advertisement through healthcare professionals
• Patients open to opt-out
• Simple information and wording

Communications team
• Keen on project, would help their work too
• Asked to provide a summary of changes to discuss with people in charge of implementation
• Exchange of help: asked to provide feedback on BRC page for researchers

Impact and outcomes
• Narrowed goal (webpage layout) and evaluation metrics (site visit figures) during the project
• Proposed layout (patient-friendly categories) based on researchers experience and PPI input, with inspiration from a BRC website (https://oxfordbrc.nihr.ac.uk/research-themes-overview/)
• Delivered requested list of changes and feedback on researchers BRC web page
• Ready to take baseline figures before changes
• …COVID-19 happened…

Future directions
• Follow up on implementing changes and evaluate metrics
• Advertise website with different media
• Involve researchers to actively contribute

Key Messages
1. TEAM BUILDING - Strong collaborative effort as a multidisciplinary team to a common goal
2. COMMUNICATION - Learnt through the programme how to approach and engage with stakeholders
3. INNOVATION - Improved at adapting project and team work to different personal and work situations

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Conclusions

Positives
- We successfully collaborated with stakeholders to develop a framework for a “Careers in Biomedical Science School Outreach Programme”
- We successfully designed and delivered a pilot session at one local school
- Informal and formal feedback on the session from biomedical professionals, students, and the school, was all very encouraging

Limitations
- We were not yet been able to undertake a session in an underprivileged school, where the need (but also the challenges to delivery) may be greatest

Next Steps
- We hope to establish this programme within the scope of BRC activity on Events, Marketing and Engagement

Why?
- Lack of information available regarding modern biomedical career options in schools
- Desire to broaden diversity in science
- Opportunity for biomedical science professionals to get involved in outreach
- Potential for students to ask questions and engage informally
- Offer true “outreach” in schools, rather than requiring attendance at open days

The Aim
To develop a pipeline for biomedical professionals to inform secondary school students about career trajectories in science, and to run a pilot session

Impact & Metrics
- Collaboration of stakeholders in design
- Pilot session:
  Ø Attendance
  Ø Feedback
  Ø Commitment to future sessions
- Development of a package that can be offered in future to other schools
- Integration within an ongoing programme (e.g. BRC outreach activity)

Key Messages
1. There is demand and scope for a “Careers in Biomedical Science” outreach programme delivered in schools
2. Initial experience of a pilot session delivered in a local was very positive
3. We hope that this programme will continue as part of the BRC outreach portfolio

Acknowledgements
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Fostering Interdisciplinary Career Development

Training for young Scientists

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Why the project is Important

A Vision of Interdisciplinary Research Teams to enhance career development and science

Why interdisciplinary research matters
Scientists must work together to save the world. A special issue asks how they can scale disciplinary walls.

Global Research Council (GRC) has selected interdisciplinarity as one of its two annual themes for an in-depth report, debate and statement between now and mid-2016. (The other is the position of women in science and research.)

AIM

To establish an Interdisciplinary career development training platform for young scientist in Oxford

1. Would you like to be involved in interdisciplinary collaborative projects?

99% said yes!

2. Do you think there are sufficient opportunities to collaborate? If not, What do you think are the obstacles?

43% said yes!

3. Which discipline would you like to collaborate with the most (list top 3)?

1. Mathematics
2. Engineering
3. Basic science (DPAG)
4. Humanities
5. Genetics

4. How important do you think interdisciplinary collaborations are and why?

95% said very important

1. Time
2. Funding
3. Lack of awareness
4. Not senior enough
5. Meaningful translation
6. Authorship
7. Acknowledgement

Barriers against IDR

Many believe that interdisciplinary research delays career progression or is the luxury of senior researchers. Communication within IDR teams is challenge.

Recent findings suggest interdisciplinary research is less likely to be funded than discipline-based research proposals.

Is not central merit to funding agencies, and there is not any funding for young researchers for interdisciplinary career training path and training.

Through interdisciplinary training for young scientists

• Accelerates Science, Innovation and Discoveries
• Discover the value of integrating the study of various academic disciplines suited to their life-long interests.
• Learn creative solutions to some of today's most challenging problems.
• Become interdisciplinary thinkers who analytically and creatively embraces new ideas.
• Develop collaboration skills while working with others who have different perspectives.
• Are prepared for careers in new and emerging fields.
• Build research networks for ongoing research, top research and journals now need multiple orthogonal techniques.
• Open minded questions, different perspectives on solving a new problem

Future directions

Organise workshops and spread the idea of developing interdisciplinary career development packages for young scientists: Speakers had been secured, seminar room booked and funding for catering had been secured. Unable to conduct inaugural seminar however plan to go ahead when things return to normal.

Meet and discuss further with stakeholders-Local BRC Oxford, CRUK Oxford

Small funds around 30-50k per year (new technologies are expensive and interdisciplinary approaches required more people)

Summary

Interdisciplinary career development training for young scientists is the way to move on

Stakeholders need to take an action on this and provide the appropriate portfolio and packages

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Occupational Health

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Aim
To improve frequency, duration and quality of break time within workplace hours for increased well-being

Target Population
DPhil and PhD students at University of Oxford and Oxford Brookes University

Timeframe
October 2019 - May 2020

Why?
Stress level in academic environments are high
- Oxford has a high achieving culture where breaks are not valued
- Benefits of wellbeing is under-recognised

Impact
We aimed for increased awareness of breaks using poster campaigns and adjustments to department inductions

Project Overview

Pre-Intervention
Survey 1
Number of breaks per day in a sample of Doctoral Students

Pre-Intervention
Survey 2
Number of breaks per day in a sample of Medical Doctoral Students

The first sample showed an unexpectedly healthy attitude towards breaks. Due to possible sampling bias, a second sample was surveyed. Both groups said they were given very little (if any) information about breaks at their department induction and there were very few (if any) reminders to take breaks around their workplace.

Results/conclusions

- Timing for achieving goals of the project is longer than you think!
- Identify all relevant stakeholders – power level is important
- Understand and negotiate stakeholders’ priorities and influences
  - You may have to adjust to meet the needs of others
- Navigating departmental politics and inertia can be difficult
  - Regular team meetings are essential
  - Collect data to explore your theory
- Your ideas may change throughout the project
- Be able to adapt unexpected events or change occur

Intervention
- Four posters with key messages used around departments
- Information about breaks for use in department inductions

Key Messages:
- Breaks are a healthy part of your working life
- People should be supported and encouraged to take breaks by their employer and colleagues

Thank you to everyone who supported this project, including Karen, Oscar and Oscar!
Breastfeeding and Expressing at Work

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Next-Generation Leaders Programme 2020
Where can returning mothers breastfeed or express milk at work?
**Initial Aim:** division-wide survey to understand experiences of provision and clarity around provision, then use these results to guide creation of a resource and identify where improvement is needed.

**Updated Aim:** create an online tool-kit to complement and help promote results of existing project to map provision.
Breastfeeding and Expressing at Work
Medical Sciences Division (UoO)

A Toolkit/Resource for women requiring support for breastfeeding or expressing in the workplace

Returning to work after maternity leave can be a very stressful time. One source of stress can be figuring out plans for breastfeeding and/or expressing milk and having difficult conversations. The information provided here is intended to help you have those conversations with your department and make you aware of the support available and existing guidelines and policies.

University of Oxford breast-feeding research

Helpful contacts

Examples of best practice

Results of mapping project

University guidance

National Guidelines on breast-feeding

Organisation statements in support of breastfeeding
Next Steps

✓ Support from major stakeholders to host on MSD website with appropriate comms

☐ Integrate results of mapping exercise

☐ Get toolkit online

☐ Communicate with departments and HR to integrate with return-to-work inductions
Some reflections

• A solution may already be in progress!

• Not a “scooped” project but a chance to collaborate and have more people working towards the same goal!

• Our key stakeholder became most engaged when we had stakeholders below and above, and from different groups, referring back to her
Summary

- Shown the steps of our project to create an online toolkit for parents in MSD who are considering breastfeeding or expressing at work after maternity leave
  - The importance of making contact with major stakeholders early and thinking creatively about how to achieve that
  - How you can adapt your goals to align with existing projects
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