

# 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/](http://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:
  - Be more **visually appealing**
  - **Patient-friendly** categories (e.g., use of 'brain' rather than 'neurological')
  - **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



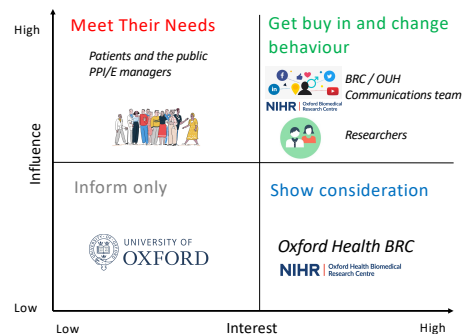
Confirm resources and expectations



Evaluating impact and outcomes



## Stakeholders map



Contacted and organised meetings with:

- **PPI/E managers**
- **BRC/OUH Communications team**



## 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

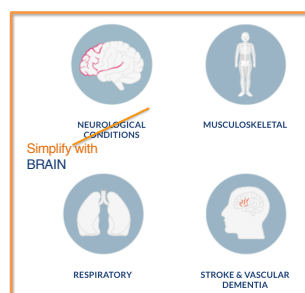


## Impact and outcomes

- 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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# Careers in Biomedical Science: School Outreach

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## 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

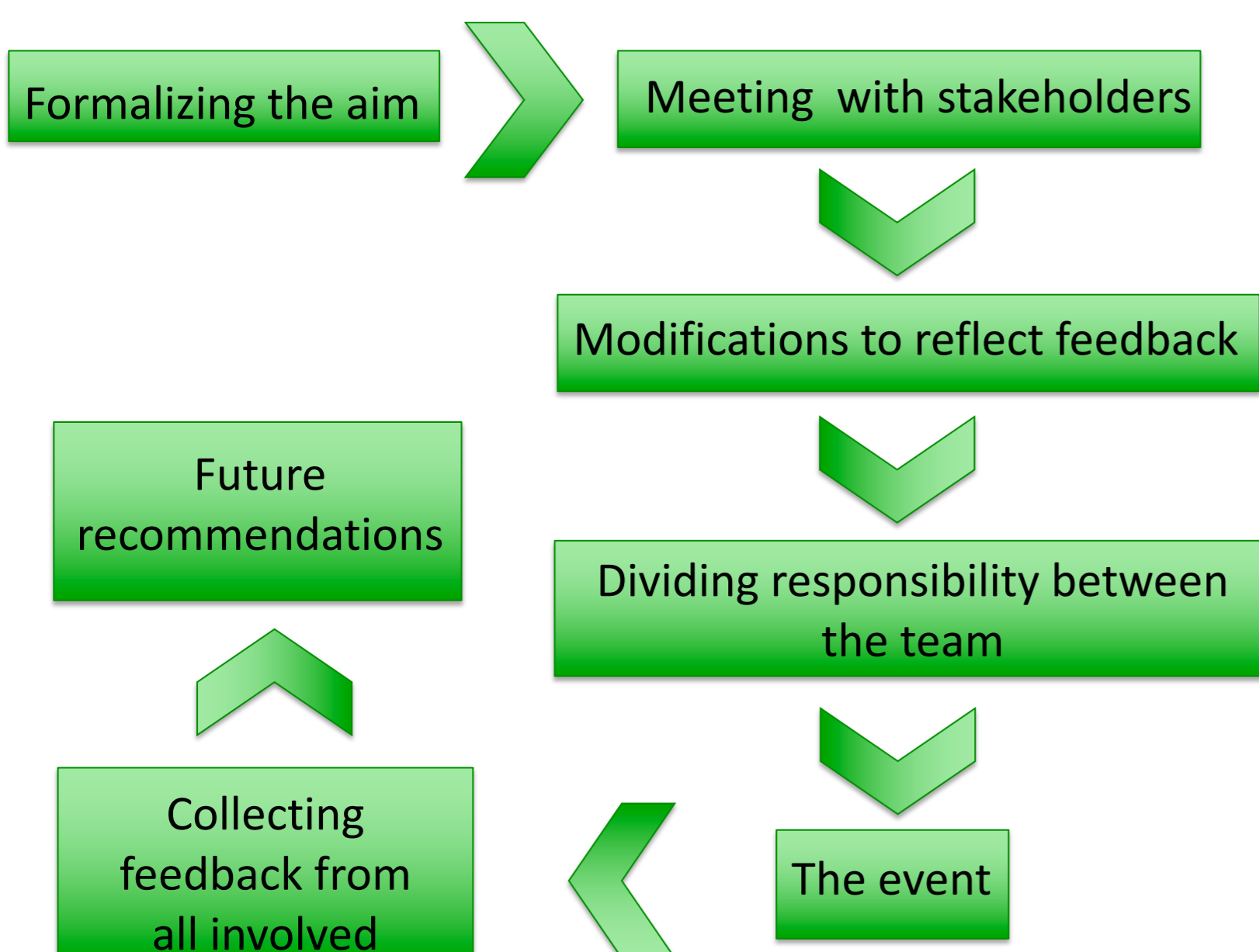
## The Aim

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:**
  - Attendance
  - Feedback
  - 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)

## The Process

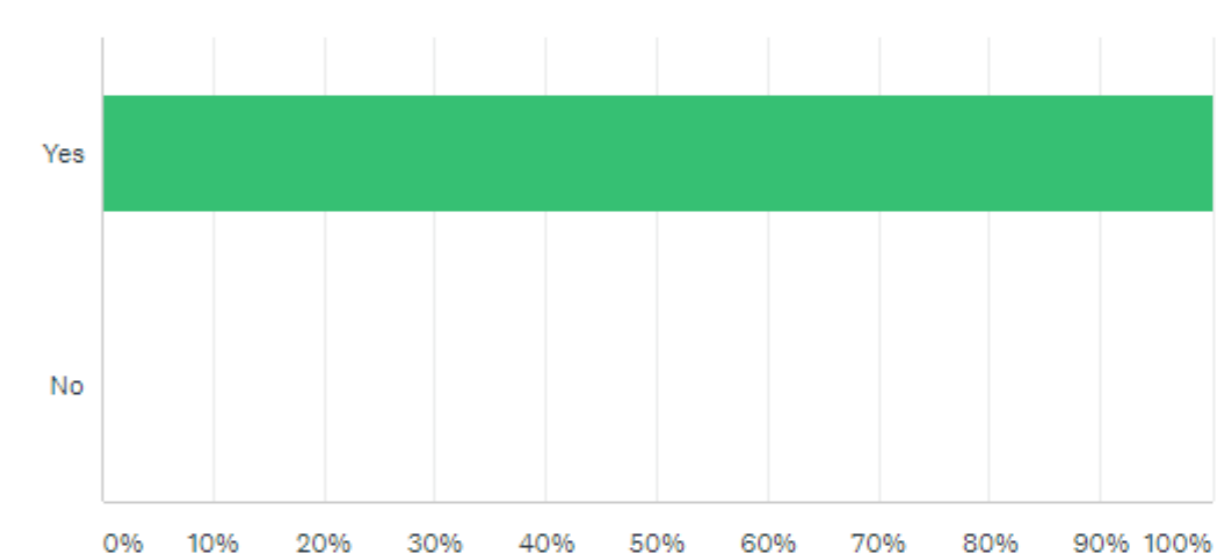


Local school students engaged in exciting new careers mentoring programme

[Share](#) Share  
Athena SWAN Outreach Postdoctoral Riley Group News  
2 April 2020

To what extent do you agree with this statement? "I would, in principle, be willing to attend further similar sessions in future."

Answered: 11 Skipped: 0



## 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

## 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

Kelly Roddy, Karen Bell, Polly Kerr, Oxford High School, researchers who helped with pilot session.

# 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



Nature 525, 305 (17 September 2015)

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

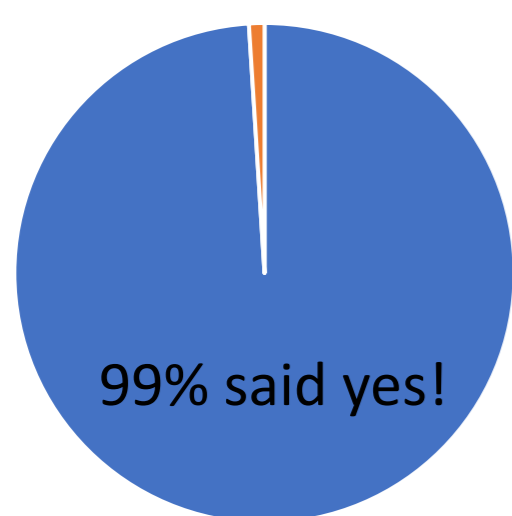
#### Barriers against IDR

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.

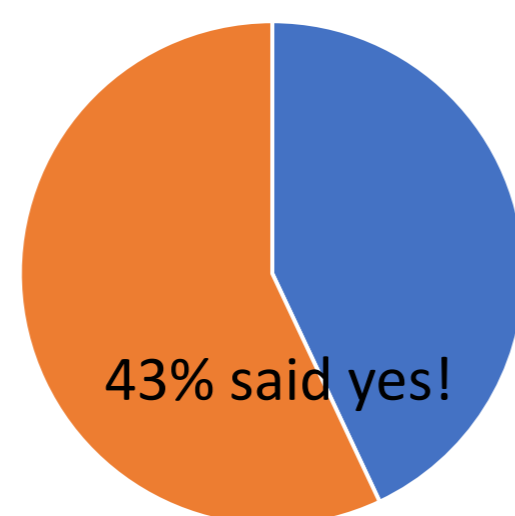
Is not central merit to funding agencies, and there is not any funding for young researchers for interdisciplinary career training path and training.

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



■ Yes ■ No

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



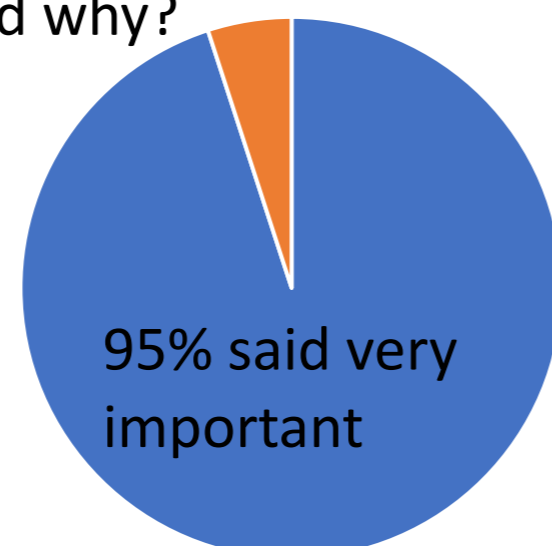
■ Yes ■ No

1. Time
2. Funding
3. Lack of awareness,
4. not senior enough
5. Meaningful translation
6. Authorship
7. acknowledgement

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?



#### 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

#### Acknowledgements/thanks

BRC Oxford Dr. Vasiliki Kiparoglou, CRUK Oxford, Volunteers, Professor Paul Klenerman (translational gastroenterology unit), Professor Stefan Neubauer, Professor Hugh Watkins, Professor Barbara Casadei

# 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

## GRAD SCHOOL ENERGY LEVELS



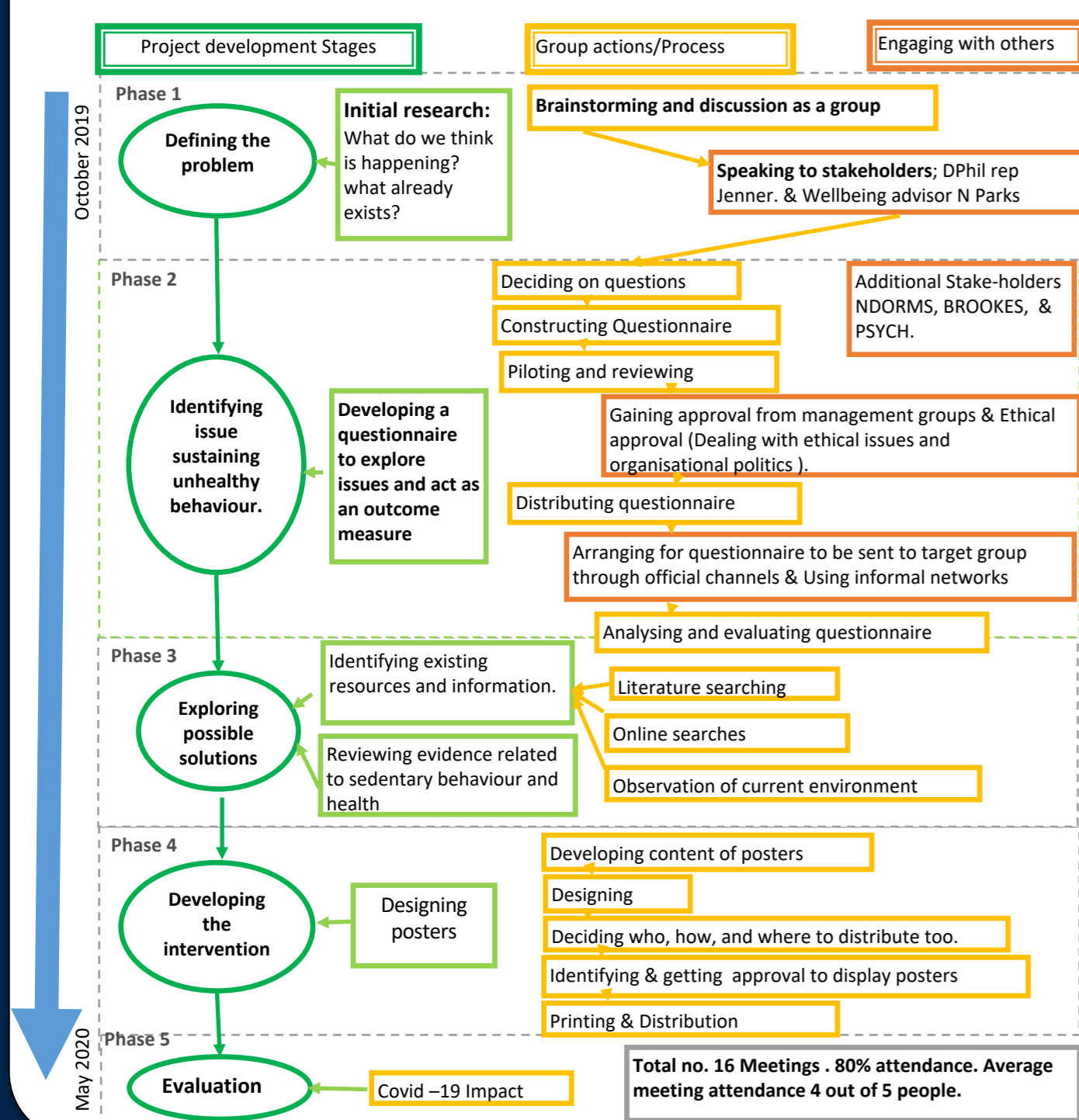
## Why?

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

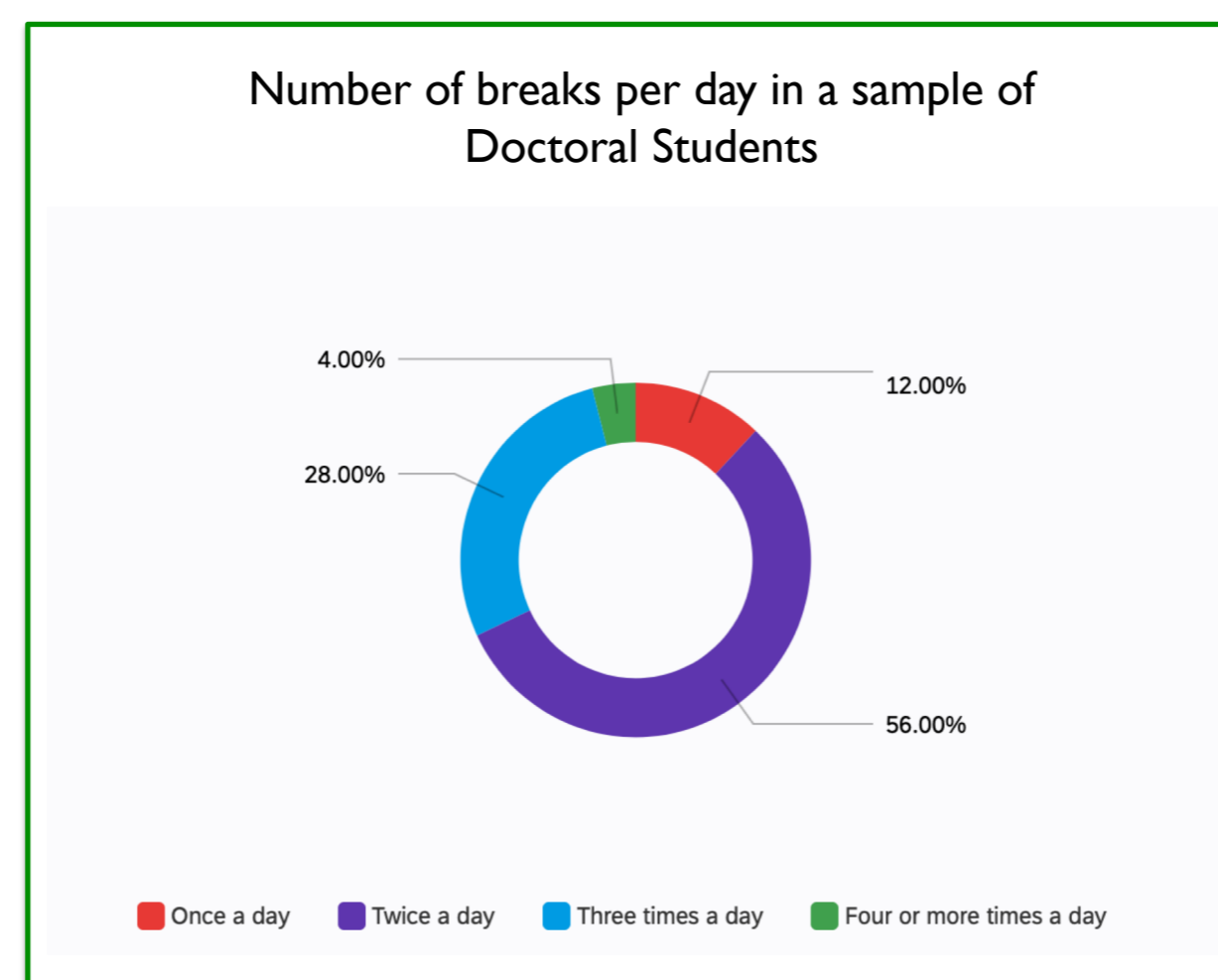
## Impact

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

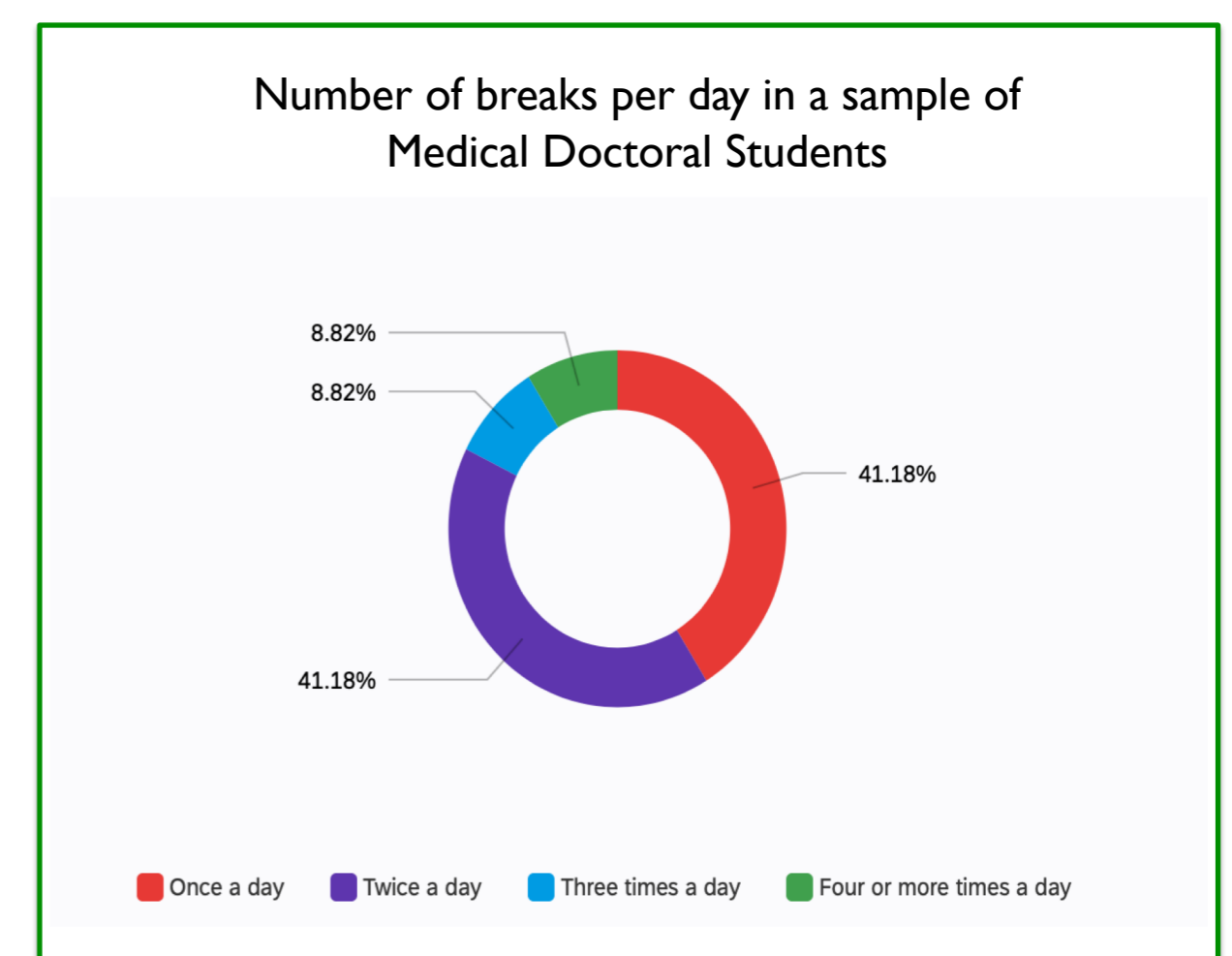
## Project Overview



## Pre-Intervention Survey 1



## Pre-Intervention Survey 2



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

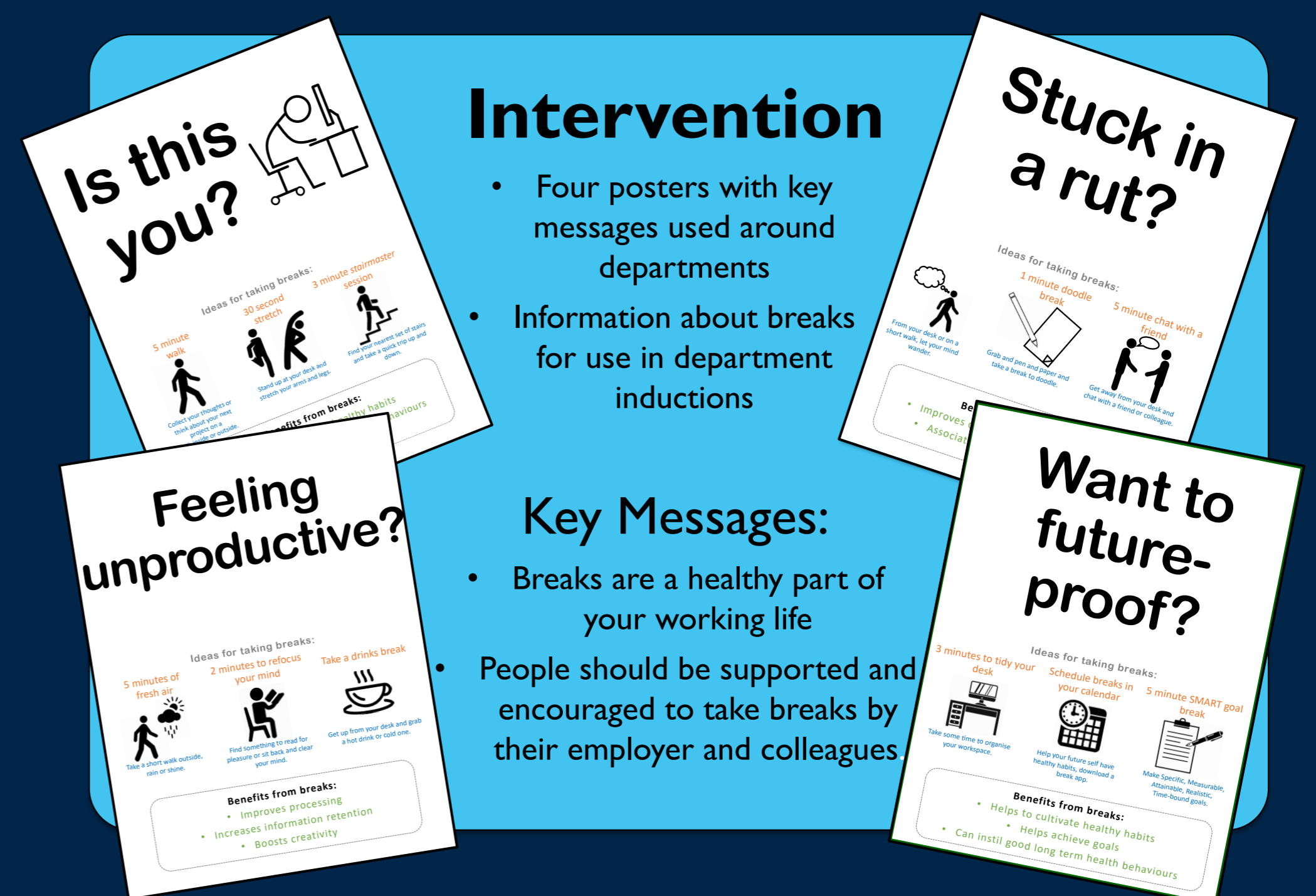
- Timing for achieving goals of the project is longer than you think!
- Identify all relevant stakeholders – power level is important
- Understand and negotiate stakeholders' priorities and influences
  - You may have to adjust to meet the needs of others
  - Navigating departmental politics and inertia 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

**<sup>1</sup> Angharad de Cates, <sup>2</sup> Amy Gillespie, <sup>3</sup> Cushla Cooper, <sup>4</sup> Jamie Hartmann-Boyce**

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Next-Generation Leaders Programme 2020

# Where can returning mothers breastfeed or express milk at work?



Identify stakeholders

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

Contact known stakeholders

Gather background information

Develop action plan for what we want to accomplish

Contact major stakeholder with our plans

Review original plan to align with major stakeholder feedback

New plan reviewed with other stakeholders identified

Template toolkit developed

Toolkit to be published on MSD Athena Swan web pages

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 your 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

**What support does your department offer?**  
Speak to your HR and Athena Swan team ([link/for contact details](#))

**[Example of department offering gold standard support/improving facilities?]**

**Medical Sciences Division**  
Allocated spaces in M20 to support Breastfeeding and expressing parents



**[Link to Oxford research on breast-feeding]**

**University of Oxford Information**  
The following information is taken directly from the University of Oxford's guidance on Health and Safety and Breastfeeding, based on the appropriate legal framework. It can also be found [here](#).

**Health and safety**  
The University is required to protect the health and safety at work of all employees, including new and expectant mothers and mothers who are breastfeeding. The Management of Health and Safety at Work Regulations 1999 require employers to assess risks to their employees, including new mothers, and to do what is reasonably practicable to control those risks. The University is required to carry out a **specific risk assessment** paying particular attention to risks that could affect the health and safety of the new mother or her child. Once the Department has been informed by the employee that she has recently given birth or is breastfeeding, the risk assessment should be carried out. **For further information please contact the University Safety Office.** A woman who has recently given birth or is breastfeeding, and is unable to continue in her post on designated health and safety grounds, will be offered alternative work or, where none is available, she may be suspended on full pay until such time as she is able to resume her duties. In such cases departments should seek advice from the relevant HR Business Partner before taking action. There is no statutory right to time off work for breastfeeding mothers.

**National Guidelines on breast-feeding**  
**Health and Safety Executive (HSE):** "There are no legal restrictions on breastfeeding at work or any time limit for doing so. This is something for you to decide but it should not prevent you from returning to work. You should provide your employer with written notification that you are breastfeeding. It is advisable to do this before you return to work, so your employer can ensure you return to a healthy, safe and suitable environment. It is not suitable for you to use toilets for expressing milk. Your employer may provide a private, healthy and safe environment for you to express and store milk, although there is no legal requirement for them to do so. However, your employer is legally required to provide somewhere for pregnant and breastfeeding mothers to rest and, where necessary, this should include somewhere to lie down."

**Advisory, Conciliation and Arbitration Service (ACAS):** "On getting the facilities right – "a private, hygienic, safe and secure area"

**National Childbirth Trust (NCT) Advice**

**Maternity Action advice**

**Organisational statements in support of breast-feeding**  
**NHS:** "Breastfeeding exclusively (giving your baby no other food or drink) is recommended for around the first 6 months. After this time, breastfeeding is recommended alongside solid food." Link includes list of business benefits for employers supporting breastfeeding.

**Royal College of Paediatrics and Child Health:** "We strongly support national policies, practices and legislation that are conducive to breastfeeding, as well as promotion, advice and support to new mothers."

**UNICEF:** "Improving the UK's breastfeeding rates would have a profoundly positive impact on child health."

### Examples of best practice

### Results of mapping project

### University guidance

### National Guidelines on breast-feeding

### Organisation statements in support of breastfeeding

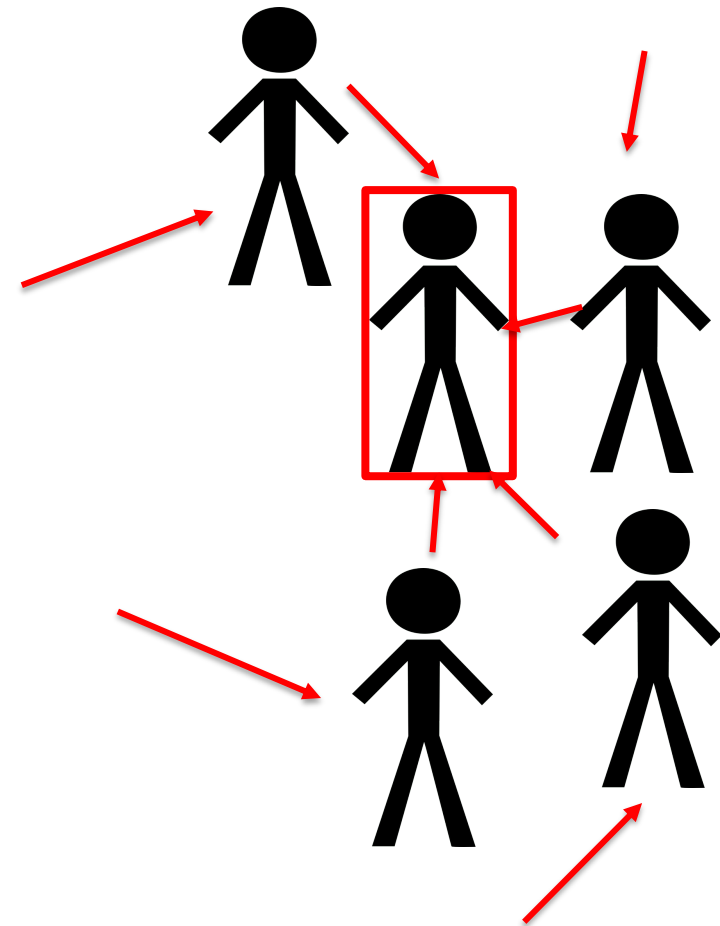


# Next Steps

- ✓ 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

# Acknowledgements

Katherine Corr

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All of the NGL team!