

## Guide to Clinical and Academic ‘Homes’

### 1. Why are we promoting Clinical Academic Homes?

NHS Lothian and associated HEIs are committed to working in partnership to foster career development opportunities, enhance collaboration and develop capacity and capability across all pillars of professional practice.

### 2. What are clinical and academic ‘homes’?

These are formalised, honorary contractual arrangements between NHS Lothian and participating Scottish universities for nurses, midwives, allied health professionals, clinical psychologists, pharmacists and healthcare scientists (NMAHPPS).

### 3. What is their purpose?

The aims of clinical and academic homes are to

- improve collaboration,
- develop clinical, leadership, research and educational capacity and capability,
- promote quality research, development and innovation
- enhance the impact of scholarly activity and leadership.

They aim to engage academic staff more closely with the clinical environment and vice-versa, and improve translation of evidence into practice.

### 4. Who are they open to?

All NHS Lothian nurses, midwives, allied health professionals, clinical psychologists, pharmacists and healthcare scientists (NMAHPPS) should be supported to discuss with their professional lead and line manager the scope and potential for establishing an academic home and conversely all academic staff have similar discussions with their Head of School for establishing a clinical home.

Eligibility will depend on the experience and qualifications required to perform the duties of the role in each specific case but may be guided by strategic priorities or each participating organisation.

There is no formal selection process with each local service/academic department being free to open discussions with interested and eligible staff.

### 5. What are the potential benefits?

**Clinicians** - access to academic supervision and resources (e.g. libraries, education and training opportunities, research and teaching expertise, equipment and software), the opportunity to participate as a co-investigator in research studies, and (where relevant), lead/participate in scholarly work and to develop teaching skills and contribute to curriculum development.

**Academics** – being awarded an honorary contract giving formal status (e.g. honorary research consultant) and access to NHS systems, training, health and safety protection (CNORIS). Expansion of clinical contacts, networking, sharing knowledge and expertise, identification of priority educational support needs; innovation opportunities; research questions as well as educational, research and development collaborations and (where relevant) the opportunity to refresh clinical skills.

**Organisations** – creation of vibrant professional environments committed to personal development and systematic development of theory and practice. Development of educational provision and research driven by service needs and priorities, building research capacity and capability. Supporting the translation of evidence into practice, creating stronger partnerships and collaborative relationships between clinicians, managers and academics. For higher education institutions this approach serves as an illustration of enrichment of the research environment that can be included in the Research Excellent Framework (REF) return, alongside enhancing the potential for demonstrating impact.

**Patients and users** – a stronger link between clinical practice and the evidence base, and a developing culture of research and evidence based practice that will secure improvements in service provision in terms of person-centred care, quality, effectiveness, and efficiency.

## 6. What do they involve?

Typically clinical and academic homes will involve either:

- clinical staff working with an academic team, focusing on developing in one or more professional pillar.
- academic staff working with clinical or corporate teams to develop evidence-based practice, identify clinically relevant research questions; educational priorities and support the development of local skills and knowledge; enhance approaches to work based learning and develop research capacity and capability and facilitate engagement in curricular design.

Although the specific content and working arrangements of each home will be determined on a case-by-case, locally negotiated basis, each will be established in accord with the principles and structure described in the NMAHPPS Clinical and Academic Homes Framework for Professional Practice (2021).

## Examples

### Clinical Home – Research

A senior lecturer in a nursing department took up the role of Honorary Research Nurse Consultant in a respiratory unit in 2014 and worked there for two days per month until her retirement in 2000. The focus of the work was on undertaking practice development with the ward team and focusing on building research capacity in cystic fibrosis (CF). The nurse regularly attended the multidisciplinary team CF meetings with follow up with the Clinical Nurse Specialist (CNS) to develop projects, which led to the CNS team presenting at international and local conferences. She also provided clinical supervision for the Senior Charge Nurses for one hour every fortnight, which resulted in one of the SCNs undertaking a masters level study that subsequently influenced her own career progression. Other projects included working with the clinical psychologist to explore patient experience of ward rounds, undertaking a research study on moral distress of staff and contributing to a report to Scottish Government on management of CF.

### **Clinical Home – Leadership**

An academic with a leadership focussed clinical home. The shared objectives identified were around developing leadership capacity and capability. She has co-designed and facilitated a Senior Charge Nurse leadership development programme; contributed to an ongoing CPD programme for health visitors and school nurses and working within district nursing teams as mentor and co-facilitator. All input has used practice development methodologies and has aimed to contribute to the development of person-centred cultures. In one district nursing team the district nurse (DN) was helped to develop effective team working and the DN developed facilitation expertise. The academic and the district nurse applied for Queens Nursing Institute Scotland Catalyst for Change monies which enabled the academic and DN to co-design and co-produce a resource, with carers and with the team to support informal carers within the locality. The DN has since been promoted into a Team Leader position. The academic has continued to hone her expertise as a practice developer and extended her networks across the NHS Board

### **Clinical Home – Clinical**

A lecturer in Speech and Hearing Sciences took up the role of Honorary Speech and Language Therapist in NHS Lothian's Paediatric Speech and Language Therapy Service in 2018 having previously held a similar substantive post alongside her university appointment. At the same time she has been studying part-time towards a PhD which involves the development and validation of a novel assessment tool for use specifically in education settings to aid in the diagnosis of Autistic Spectrum Disorders (ASD) in children and young people. The primary objective of the clinical home is to maintain specialist clinical skills to ensure that her lecturing remains up-to-date and aligned with current clinical practice. She has provided clinical sessions to the service's ASD diagnostic pathway. In addition the clinical home has supported access to patients for recruitment to her PhD study. She has worked approximately one day per month on this honorary basis, primarily through delivery of a clinical service. Review of the clinical home confirmed that benefits were accruing to all three parties; the clinical service receiving direct clinical session support and maintaining participation in clinically relevant research, the university benefiting from the up-to-date clinical knowledge to support the education of their students, and the lecturer herself being able to maintain a balance of teaching, clinical, and research duties including the further development of her PhD study.

### **Academic Home – Education**

An advanced nurse practitioner (ANP) with an educational focused academic home. The ANP is contributing to developing clinical skills training to learners undertaking their ANP diploma and some input to clinical skills training and assessment at undergraduate level. She is also a member of a Master supervisor team for ANPs completing their masters degree. They receive mentorship from a programme leader to help them develop their educational leadership skills set. This is enabling them to refine their skills in developing educational programmes; facilitation of learning; evaluating programme content and delivery; designing evaluation of impact of learning; writing educational focused proposals and has helped them get exposure to research and build research networks that are aiding them to pursue a research training programme.

## 7. How are they set up?

Whether the need/desire for a home emerges from individual practitioners, academics, or managers/heads the potential benefits for the two partner organisations should be identified in advance of the arrangement being made, in addition to those for a particular individual. This should be considered as part of the annual personal development planning process.

The NMAHPPS Clinical and Academic Homes Framework for Professional Practice (2021) details separate processes for clinical (Appendix 2) and academic (Appendix 3) homes that reflect the governance requirements of the NHS and HEIs respectively.

Following informal discussions between potential collaborators, this need/desire should be communicated to the appropriate representative on the NMAHPPS Clinical Academic Home Implementation Group<sup>1</sup> who will facilitate discussions between senior NHS Lothian managers and heads of schools to explore the potential for the creation of a formal home. It is however, not necessary at the outset for individuals to have specific contacts in the NHS or HEI as these will be discussed during initial planning.

The academic partners have summarised their research priorities, which may be helpful for interested individuals consider opportunities across a range of institutions. This document is not just for those considering a home that focuses on research (Appendix A of this document).

Each clinical and academic home should aim to provide bi-lateral organisational benefits and be established where these have been agreed at a senior level in each organisation, as well as with the individuals for whom a home is being established.

The resource committed to the clinical or academic home must be agreed by all parties. There is a need for 'buy-in' from senior management in both NHS and HEI to recognise, on the one hand, the place of academic development service priorities, and on the other, the potential benefits of ongoing clinical expertise/connections and experience within the academic organisation.

Clinical and academic homes should be established on a formal basis via a tri-partite agreement and an appropriate honorary 'contract' in each case (proforma agreement see Appendix 4 of the NMAHPPS Clinical and Academic Homes Framework for Professional Practice (2021)) attached to this document for ease of reference (Appendix B).

Those in receipt of an honorary NHS contract in Scotland are automatically covered by the Clinical Negligence and Other Risks Indemnity Scheme (CNORIS) <https://clo.scot.nhs.uk/our-services/cnoris.aspx>.

## 8. How are they evaluated?

There will be ongoing monitoring of achievement of objectives associated with each role. Where any potential risks are identified these will be discussed with the individual along with their host and home institution line manager and supporter.

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<sup>1</sup> Membership and contact details at the end of this document

There will be an annual review of the implementation of the Framework at the end of March each year, with each institution submitting data relating to the success and challenges of clinical and academic homes. This will be supported by members of the Clinical Academic Homes Implementation Group and an annual report will be prepared and shared with all post holders and institutional stakeholders.

## 9. Is there support for this process?

Yes. If you are considering a clinical or academic home then this should be discussed by practitioners and their line managers in the first instance; considering how it contributes to strategic aims; the person's personal development plans and workload plans. In addition there are professional leads in each participating organisation.

### NHS Contacts

Profession	Lead	Contact
Nursing and Midwifery	Dr Juliet MacArthur, Chief Nurse Research & Development	<a href="mailto:Juliet.macarthur@nhslothian.scot.nhs.uk">Juliet.macarthur@nhslothian.scot.nhs.uk</a>
Allied Health Professions	Andy Peters, AHP Research Facilitator	<a href="mailto:Andy.peters@nhslothian.scot.nhs.uk">Andy.peters@nhslothian.scot.nhs.uk</a>
Healthcare Science	Sarah Smith, Healthcare Science Professional Lead	<a href="mailto:Sarah.j.smith@nhslothian.scot.nhs.uk">Sarah.j.smith@nhslothian.scot.nhs.uk</a>
Pharmacy	Alexa Wall Associate Director Pharmacy	<a href="mailto:Alexa.wall@nhslothian.scot.nhs.uk">Alexa.wall@nhslothian.scot.nhs.uk</a>
Clinical Psychology	Dr Audrey Millar Consultant Clinical Psychologist	<a href="mailto:Audrey.millar@nhslothian.scot.nhs.uk">Audrey.millar@nhslothian.scot.nhs.uk</a>

### HEI Contacts

Profession	Lead	Contact
Edinburgh Napier University	Professor Liz Hughes, Professor of Mental Health Nursing	<a href="mailto:l.hughes@napier.ac.uk">l.hughes@napier.ac.uk</a>
Queen Margaret University	Dr Caroline Dickson, Senior Lecturer Nursing	<a href="mailto:cdickson@qmu.ac.uk">cdickson@qmu.ac.uk</a>
Robert Gordon University	Professor Susan Dawkes (Nursing & Midwifery), Head of School of Nursing Professor Scott Cunningham (Pharmacy)	<a href="mailto:s.dawkes@rgu.ac.uk">s.dawkes@rgu.ac.uk</a> <a href="mailto:s.cunningham@rgu.ac.uk">s.cunningham@rgu.ac.uk</a>
University of Edinburgh		
University of Stirling	Dr Ashley Shepherd	<a href="mailto:ashley.shepherd@stir.ac.uk">ashley.shepherd@stir.ac.uk</a>

## 10. What are the governance arrangements?

The Lothian Clinical Academic Homes initiative has been approved by the Executive Nurse Director and Deans/Heads of Schools in the partner universities.

Please refer to Section 8 of the framework for further details about how such development opportunities will be governed. They have been designed to provide maximum support to the individuals with a clinical or academic home and to enable each organisation to understand the benefit of individual arrangements and the implementation of the framework overall.

## **October 2021**

### **NHS Lothian Clinical Academic Home Implementation Group**

Dr Juliet MacArthur, Chief Nurse Research & Development NHS Lothian

Andy Peters, AHP Research Facilitator, NHS Lothian

Sarah Smith, Healthcare Science Professional Lead, NHS Lothian

Alexa Wall, Associate Director Pharmacy, NHS Lothian

Audrey Millar, Consultant Clinical Psychologist, NHS Lothian

Dr Belinda Hacking, Director Psychology, NHS Lothian

Dr Debbie Baldie, Lead Nurse for Research and Practice Development, NHS Grampian

Dr Ashley Shepherd, Associate Professor in Health Sciences, University of Stirling

Professor Liz Hughes, Professor of Mental Health, Edinburgh Napier University

Professor Alison Machin, Dean of Health and Social Care, Edinburgh Napier University

Professor Scott Cunningham, Professor of Pharmacy Education & Practice, Robert Gordon University

Professor Susan Dawkes, Head of the School of Nursing, Midwifery and Paramedic Practice, Robert Gordon University

Dr Helen Griffiths, Programme Director of the University of Edinburgh/NHS Scotland Clinical Psychology training programme

Dr Caroline Dickson, Senior Lecturer in the Nursing Division, Queen Margaret University

## Appendix A Template for Clinical and Academic Home Agreement

<b>Name</b>		<b>Contact Details</b>	
<b>Substantive Role</b>		<b>Employing Institution</b>	
<b>Clinical / Academic Home Role</b>		<b>Host Institution</b>	
<b>Clinical / Academic Home Setting</b>		<b>Indicative commitment (WTE)</b>	
<b>Start Date (Honorary Contract)</b>		<b>End Date (Honorary Contract)</b>	
<b>CV</b>	Up to date CV should be submitted with this document		
<b>Focus of Role (Pillars of Practice)</b>	<b>Clinical Practice<sup>2</sup></b>	<b>Education/ Learning</b>	<b>Leadership Evidence, Research &amp; Development</b>
<b>Career Framework for Health Level</b>	<b>5</b>	<b>6</b>	<b>7 8 9</b>
<b>Purpose of Role</b>			
<b>Key Objectives</b>			
<b>Host Institution Support, Mentorship &amp; Line Management Arrangements</b>	<b>Name(s), Role &amp; Contact Details</b>		
	<b>Mentor:</b>		
	<b>Other Key Supports:</b>		
	<b>Line Manager</b>		

<sup>2</sup> Role should link to appropriate NHS job description relevant to professional and indicative of the level and scope of practice. Induction details should be commensurate with the agreed clinical role.





## Appendix B Research Themes Academic Partners

Institution	School/Centre	Research Themes	Lead Contacts
Edinburgh Napier University School of Health and Social Care	<b>Centre for Cardiovascular Health (CCVH)</b> Website:	<ul style="list-style-type: none"> <li>• Atrial fibrillation early diagnosis</li> <li>• Cardiac Rehabilitation               <ul style="list-style-type: none"> <li>-atrial fibrillation</li> <li>-spontaneous coronary artery dissection</li> <li>-cancer</li> </ul> </li> <li>• Physical Activity referral schemes</li> <li>• Behaviour change</li> <li>• Hypertension management</li> <li>• Critical care recovery</li> <li>• Medication adherence</li> <li>• Cardiac device management</li> </ul>	Director Prof Lis Neubeck <a href="mailto:l.neubeck@napier.ac.uk">l.neubeck@napier.ac.uk</a>
	<b>Centre for Mental Health Practice, Policy and Law</b> Website:	<ul style="list-style-type: none"> <li>• Mental health and capacity law and policy</li> <li>• Mental health and mental capacity and human rights</li> <li>• Law enforcement and public health</li> <li>• Physical co-morbidities and health optimisation in mental health</li> <li>• Mental wellbeing</li> <li>• CPTSD</li> <li>• Decision-making</li> <li>• Psychological interventions, especially for psychosis</li> </ul>	Director Prof Jill Stavert <a href="mailto:j.stavert@napier.ac.uk">j.stavert@napier.ac.uk</a>
	<b>Midwifery</b>	<ul style="list-style-type: none"> <li>• Birth satisfaction measured using the <i>Birth Satisfaction Scale-Revised</i> (BSS-R)</li> <li>• Perinatal bereavement care.</li> <li>• Compassionate Mindfulness Training (CMT).</li> <li>• Pregnant women with a BMI&gt;35 and risk.</li> <li>• Neonatal and midwifery education in Vietnam.</li> <li>• Trauma and childbirth.</li> </ul>	Subject Lead Prof Caroline J Hollins Martin <a href="mailto:c.hollinsmartin@napier.ac.uk">c.hollinsmartin@napier.ac.uk</a>

Institution	School/Centre	Research Themes	Lead Contacts
Queen Margaret University	<b>Centre for Person Centred Practice Research</b> Website: <a href="http://www.qmu.ac.uk/centred-practice-research">Centre for Person-centred Practice Research   Queen Margaret University (qmu.ac.uk)</a>	<ul style="list-style-type: none"> <li>Experiences of person-centredness</li> <li>Person-centred interventions</li> <li>Person-centred culture</li> <li>Person-centred curricula</li> </ul>	Co-Directors <ul style="list-style-type: none"> <li>Prof Jan Dewing <a href="mailto:JDewing@qmu.ac.uk">JDewing@qmu.ac.uk</a></li> <li>Prof Brendan McCormack <a href="mailto:BMcCormack@qmu.ac.uk">BMcCormack@qmu.ac.uk</a></li> </ul>
	<b>Centre for Health, Activity and Exercise Rehabilitation</b> Website: <a href="http://www.qmu.ac.uk/centre-for-health-activity-and-exercise-rehabilitation-research">Centre for Health, Activity and Rehabilitation Research   Queen Margaret University (qmu.ac.uk)</a>	Strategies to enhance health, rehabilitation and functional activity through: <ul style="list-style-type: none"> <li>Physical activity and exercise</li> <li>Functional food and nutrition</li> <li>Orthotic interventions and optimising foot health</li> </ul>	Co-Directors <ul style="list-style-type: none"> <li>Prof Cathy Bulley <a href="mailto:CBulley@qmu.ac.uk">CBulley@qmu.ac.uk</a></li> <li>Dr Marietta van der Linden <a href="mailto:mvanderlinden@qmu.ac.uk">mvanderlinden@qmu.ac.uk</a></li> </ul>
	<b>Clinical Audiology and Speech and Language Research Centre</b> Website: <a href="http://www.qmu.ac.uk/clinical-audiology-speech-and-language-research-centre">Clinical Audiology, Speech and Language Research Centre   Queen Margaret University (qmu.ac.uk)</a>	<ul style="list-style-type: none"> <li>Health care for socially vulnerable clients</li> <li>Enabling new collaborations: reducing the challenges for individual researchers.</li> </ul>	Director Prof Jim Scobbie <a href="mailto:JScobbie@qmu.ac.uk">JScobbie@qmu.ac.uk</a>
	<b>Institute for Global Health and Development</b> Website: <a href="http://www.qmu.ac.uk/the-institute-for-global-health-and-development">The Institute for Global Health and Development   Queen Margaret University (qmu.ac.uk)</a>	<ul style="list-style-type: none"> <li>Contemporary health and development challenges in low- and middle-income countries and their connection to global systems and trends</li> </ul>	Director Prof Alastair Ager <a href="mailto:aager@qmu.ac.uk">aager@qmu.ac.uk</a> Contact: Kitty Flynn <a href="mailto:kflynn@qmu.ac.uk">kflynn@qmu.ac.uk</a>

Institution	School/Centre	Research Themes	Lead Contacts
School of Health in Social Science, University of Edinburgh	<b>Edinburgh Centre for Research on the Experience of Dementia</b> Website: <a href="#">Edinburgh Centre for Research on the Experience of Dementia   The University of Edinburgh</a>	<ul style="list-style-type: none"> <li>• Social relationships and friendships, peer support, emotions and counselling</li> <li>• Living and dying with dementia</li> <li>• Dementia and design</li> <li>• Marginalised groups with dementia (including people with intellectual disabilities)</li> <li>• Risk and resilience</li> <li>• Working with people who have dementia to understand their experience and possible approaches to impact policy, practice and society.</li> </ul>	Director Prof Heather Wilkinson <a href="mailto:h.wilkinson@ed.ac.uk">h.wilkinson@ed.ac.uk</a>
	<b>Scottish Collaboration for Public Health Research and Policy</b> Website: <a href="#">The Scottish Collaboration for Public Health Research and Policy   The University of Edinburgh</a>	<ul style="list-style-type: none"> <li>• Developing novel public health interventions that equitably address major health problems in Scotland</li> <li>• Collaboration between government, researchers and public health community to develop national programme of intervention development, large-scale implementation and robust evaluation.</li> </ul>	Director Prof Ruth Jepson <a href="mailto:Ruth.Jepson@ed.ac.uk">Ruth.Jepson@ed.ac.uk</a>
	<b>Centre for Creative-Relational Inquiry</b> Website: <a href="#">Centre for Creative-Relational Inquiry   The University of Edinburgh</a>	Qualitative research that: <ul style="list-style-type: none"> <li>• is situated, positioned, context-sensitive, personal, experience-near, and embodied;</li> <li>• embraces the performative and the aesthetic;</li> <li>• engages with the political, the social, and the ethical;</li> <li>• problematizes agency, autonomy, and representation;</li> <li>• cherishes its relationship with theory, creating concepts as it goes;</li> <li>• is dialogical and collaborative;</li> <li>• is explicit and curious about the inquiry process itself.</li> </ul>	Director Prof Jonathan Wyatt <a href="mailto:Jonathan.Wyatt@ed.ac.uk">Jonathan.Wyatt@ed.ac.uk</a>  Assoc. Directors Dr Rosie Stenhouse <a href="mailto:Rosie.Stenhouse@ed.ac.uk">Rosie.Stenhouse@ed.ac.uk</a> Dr Marisa De Andrade <a href="mailto:marisa.deandrade@ed.ac.uk">marisa.deandrade@ed.ac.uk</a> Dr Fiona Murray <a href="mailto:Fiona.A.Murray@ed.ac.uk">Fiona.A.Murray@ed.ac.uk</a> Dr Nini Fang <a href="mailto:nfang@ed.ac.uk">nfang@ed.ac.uk</a>

School/Centre	Research Themes	Lead Contacts
<b>Centre for Applied Developmental Psychology</b> Website: <a href="http://www.ed.ac.uk/psychology/developmental-psychology">Centre for Applied Developmental Psychology   The University of Edinburgh</a>	<ul style="list-style-type: none"> <li>• Covid19 and young people</li> <li>• Child &amp; adolescent mental health</li> <li>• Child &amp; adolescent injury and health</li> <li>• Eating and eating disorders</li> <li>• Trauma and development</li> <li>• Neurodevelopmental research</li> <li>• Perinatal mental health and early development</li> <li>• Children, adolescents and animals research</li> </ul>	Director: Prof Jo Williams <a href="mailto:Jo.Williams@ed.ac.uk">Jo.Williams@ed.ac.uk</a>  Assoc Directors <ul style="list-style-type: none"> <li>• Dr Vilas Sawrikar <a href="mailto:vilas.sawrikar@ed.ac.uk">vilas.sawrikar@ed.ac.uk</a></li> <li>• Dr Jessica Mirman <a href="mailto:jessica.hafetz@ed.ac.uk">jessica.hafetz@ed.ac.uk</a></li> </ul>
<b>Health Psychology</b> Website: <a href="http://www.ed.ac.uk/psychology/health-psychology">Health psychology   The University of Edinburgh</a>	<ul style="list-style-type: none"> <li>• Application of psychological theory to healthy living, attitudes &amp; behaviours</li> </ul>	See website for staff members
<b>Forensic Psychology</b> Website: <a href="http://www.ed.ac.uk/psychology/forensic-psychology">Forensic psychology   The University of Edinburgh</a>	<ul style="list-style-type: none"> <li>• Offending behaviour – especially with regard to individuals with</li> <li>• mental health problems or learning disabilities</li> </ul>	See website for staff members
<b>Psychological Therapies and Interventions</b> Website: <a href="http://www.ed.ac.uk/psychology/therapies-interventions">Psychological therapies and interventions   The University of Edinburgh</a>	<ul style="list-style-type: none"> <li>• Designing and evaluating interventions for those experiencing, or at risk of, mental health problems.</li> </ul>	See website for staff members
<b>Global mental health and well being</b> Website: <a href="http://www.ed.ac.uk/psychology/global-mental-health">Global mental health and wellbeing   The University of Edinburgh</a>	<ul style="list-style-type: none"> <li>• Promoting mental health and wellbeing around the world</li> </ul>	See website for staff members

	School/Centre	Research Themes	Lead Contacts
	<b>Policy, Professions &amp; Care</b> Website: <a href="#">Policy Professions and Care   The University of Edinburgh</a>	<ul style="list-style-type: none"> <li>• Education, workforce, practice, systems (including eHealth)</li> <li>• Patient factors at intersection health related policy</li> </ul>	See website for staff members
	<b>Sudden Interruptions in Health</b> Website: <a href="#">Sudden Interruptions In Health   The University of Edinburgh</a>	<ul style="list-style-type: none"> <li>• Critical care &amp; older people in acute phase Experience of survival, recovery &amp; rehab – including design and application digital health products/services</li> </ul>	See website for staff members
<b>Stirling University Faculty of Health Sciences</b>	<b>University of Stirling Health Sciences Division</b>  Website: <a href="#">Health Sciences research   About   University of Stirling</a>	<ul style="list-style-type: none"> <li>• <b>Interventions to support living well</b> - Develops, evaluates, and implements interventions that support people/populations to live well. e.g. urinary catheter care, pelvic floor dysfunction, supporting long-term weight loss. Expertise in large scale multi-centre RCTs and process evaluations.</li> <li>• <b>Health, social care and professional practice to support living well</b> – Evaluation new models of care, patient experiences and outcomes, translation of research evidence into practice, implementation through research. Methodological specialisation in systematic literature reviews e.g. wound care, diabetes prevalence, urinary catheter care, nutritional labelling, efficiency of motivational interviewing, role of advanced nurse practitioners.</li> <li>• <b>Determinants of Living Well</b> - Understanding the behavioural and environmental risk factors for well-being and disease and determinants, including social and commercial factors. Focus on prevention non-communicable diseases through modification risk factors e.g. smoking,</li> </ul>	Dean of Faculty Health Sciences & Sport
	<b>CSO Nursing Midwifery and Allied Health Professions Research Unit</b>  Website: <a href="#">Nursing, Midwifery and Allied Health Professionals Research Unit (NMAHP-RU)</a>		Director CSO NMAHP Research Unit
	<b>Institute of Social Marketing and Health</b>  Website: <a href="#">Institute for Social Marketing and Health   About   University of Stirling</a>		Prof Margaret Maxwell <a href="mailto:margaret.maxwell@stir.ac.uk">margaret.maxwell@stir.ac.uk</a>  Director Institute of Social Marketing  Prof Niamh Fitzgerald <a href="mailto:niamh.fitzgerald@stir.ac.uk">niamh.fitzgerald@stir.ac.uk</a>

		obesity, or alcohol consumption. Methodological specialisation using existing and linked large-scale datasets to explore determinants of health and their associated care pathways.	
<b>Robert Gordon University</b>	<b>Nursing, Midwifery and Paramedic Practice Research Group</b>	<p>Research that addresses the health and wellbeing of children, families, older people and the disadvantaged by undertaking impactful, innovative and interdisciplinary research to inform policy and practice.</p> <ul style="list-style-type: none"> <li>• <b>Organisation and delivery of health care</b> <ul style="list-style-type: none"> <li>▪ Digital health</li> <li>▪ Palliative care</li> <li>▪ Integrated care</li> </ul> </li> <li>• <b>Health inequalities</b> <ul style="list-style-type: none"> <li>▪ Food insecurity</li> <li>▪ Poverty and social disadvantage</li> </ul> </li> <li>• <b>Health and wellbeing across the lifespan</b> <ul style="list-style-type: none"> <li>▪ Maternal, child and family health</li> <li>▪ Long-term conditions and multimorbidity</li> <li>▪ Health ageing (Gerontology, ageing and frailty)</li> <li>▪ Mental health and wellbeing</li> <li>▪ End of life care.</li> </ul> </li> </ul>	<p>Research Lead Professor Catriona Kennedy, QNIS Professor of Community Nursing <a href="mailto:c.m.kennedy1@rgu.ac.uk">c.m.kennedy1@rgu.ac.uk</a></p> <p>Head of School Professor Susan Dawkes <a href="mailto:s.dawkes@rgu.ac.uk">s.dawkes@rgu.ac.uk</a></p> <p>RGU/NHSG Clinical Professor: Professor Angela Kydd <a href="mailto:a.kydd@rgu.ac.uk">a.kydd@rgu.ac.uk</a></p>

	<p><b>School of Health Sciences</b></p>	<ul style="list-style-type: none"> <li>• <b>Applied practical research to enable people to live well across the lifespan in a variety of settings:</b> <ul style="list-style-type: none"> <li>▪ Research to enhance physical and/or mental wellbeing</li> <li>▪ Research on technologies/interventions to enable living well</li> <li>▪ Research to optimise/enhance psychological, social &amp; physical functioning</li> <li>▪ Research to enable living well at home, work, and in education, hospital &amp; care settings</li> </ul> </li> </ul> <p>Research in this theme includes musculoskeletal health, rehabilitation, long-term conditions self-management, digital health, and optimising athletic performance.</p> <ul style="list-style-type: none"> <li>• <b>Applied Educational research to inform and enhance learning &amp; teaching practice:</b> <ul style="list-style-type: none"> <li>▪ Developing skills for practice</li> <li>▪ Enhancing academic skills</li> <li>▪ Technology to enable and enhance learning</li> </ul> </li> </ul>	<p>Research Lead &amp; Clinical Professor Allied Health Professions RGU/NHS Grampian Prof Kay Cooper <a href="mailto:k.cooper@rgu.ac.uk">k.cooper@rgu.ac.uk</a></p>
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