Careers: Academic primary care for clinicians & non-clinicians

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Chair SAPC Education Research Group

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Member of SAPC Executive Committee  
Chair of SAPC Behaviour Change Special Interest Group
What does success in 5 years time look like for you...?

Geography

Research

Hobbies

Teaching

Life balance

Clinical

Status

Qualifications
5 year plan: Getting there...?

- What do you *know* you need to do to get there?

- What are you *unsure* about getting there?
How can I develop a career in primary care research when I am not a GP?
Who and what is PHoCuS?

- PHoCuS = Primary Healthcare Scientists
- Any member of SAPC who is not medically trained is a PHoCuS member.
- PHoCuS was set up to represent and support non-clinical researchers in primary care.
Who and what is PHoCuS?

• Multi-disciplinary research group

  Statisticians
  Psychologists
  Engineers
  Pharmacists

  Sociologists
  Computer scientists

  Project/Trial/Study Managers

  Health Services Researchers

  Anthropologists
My career path so far


PhD Health Psychology

Research Assistant

Research Fellow

Senior Researcher

2 | 1 | 1 | 1 | 1 | 1 | 1.5

Change in topic

Change in institution

5
What helped my career?

• Working with good people
• Knowing others in your research area
• Knowing others in academic primary care
• Having an independent mentor
• Knowing how to market your skills
• Strengthening your CV
• Getting involved
Primary Health Care Scientists - PHoCuS

Primary Healthcare Scientists make up around half of the APC workforce

APC derives its strength from its multidisciplinary workforce. In 2012, the Society started work to understand and address the career development needs of our members who don't come from a medically qualified background. The result was the establishment of our PHoCuS group.

Importantly the request for this group to be established came from two medically qualified SAPC members - Professor Helen Lester and Professor Peter Croft. We have to thank both of them for helping us establish the group. Helen for her vision and belief in the added value PHoCuS members brought to APC, and Peter for identifying a start up fund of £5k.

Professor Christine Bond and Professor Sandra Eldridge now lead a team of PHoCuS members developing a range of support for our members.
Purpose of PHoCuS

1. To give members a voice and presence
2. To act as a networking hub
3. To provide specific activities
Mentoring scheme

• Pairs ECRs with more experienced researchers to get career support and guidance.

• 13 mentors currently offering support to 25 mentees.

• Set up for PHoCuS members but now seeking to expand to include all ECRs (from October).
Mentoring Scheme

- Mentees value:
  - ‘Talking to an independent person outside of your own department’
  - “Having dedicated time to discuss career aspirations and receive feedback”
  - “Someone to talk to with a very different perspective”

- Mentors value:
  - Enjoy supporting colleagues
  - New perspectives and fresh insights into own thinking
  - Mutual benefit from discussions
PHoCuS Activities

Regional Champions
London: Jenni Burt
South West: Emily Fletcher/Sue Richards
North: Becci Morris/Sarah Knowles
Midlands: Sarah Rogers/Liz Orton
Ireland: Anne Macfarlane

Virtual Meetings
Akke Vellinga (Galway)
Barbara Nicholl (Glasgow)
PHoCuS Activities

Social Media
- Becci Morris (Manchester)
- Barbara Nicholls (Glasgow)
- Sarah Tonkin-Crine (Ox)
- Susanna Fleming (Ox)

Discipline Specific Groups
- Psychology: Sarah Tonkin-Crine
- Sociology: Julia Hiscock
- Statistics: Beth Stuart & Gary Able

#phocus
How can I develop a career in primary care research when I am a GP?
Teaching

Research

Clinical Practice

Course

Programme

Curriculum

School, faculty, institute

Scholarly teaching

Scholarship of teaching

Investigator

Principal Investigator

Director

Organisation, management, administration

Archer, J. Academic Medicine, in press 2009
Scholarship and Knowledge

• Technical knowledge (*techne*)

• Practical knowledge (*praxis*)

• Theoretical knowledge (*episteme*)
Clinical Research Uncertainty Narrative
Your communities & connections
Professional communities and connections
Boundaries and peripheries

CoP1

CoP2

Boundary practices

Peripheries

Overlaps
Back to your questions ....
Voice of experience

- Always do your best
- Get good colleagues
- Collaborate
- Social networking
- Forget 9-5
- Maintain a good work-life balance
- Try not to say ‘No’
- Be prepared to move

- Be realistic, start small
  - Travel bursaries
  - Local funding
  - Start up funds
- Get feedback
- Be resilient
‘Young researchers are ..... future leaders and innovators in health research’

Sir John Tooke, President Academy of Medical Sciences
Thank you

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Range of posts…

- Academic Clinical Fellow (ACF)
- NIHR GP Career Progression Fellowship
- NIHR ‘in practice’ fellowship
- Clinical doctoral fellowship
- Clinical teaching fellow
- Self-funding academic time
Teaching

Scholarly teaching

Core skills, values and behaviours

Scholarship of teaching

Course

Programme

Curriculum

School, faculty, institute

Investigator

Principal Investigator

Director

Organisation, management, administration

Archer, J. Academic Medicine, in press 2009
What opportunities do Drs have to teach?

• Undergraduate:
  – On site university-based teaching and planning
  – Patient practice-based (majority) in clinics etc.

• Postgraduate:
  – F2 supervision
  – GP OOH supervision
  – ST trainer or supervisor / GP Programme Director
  – Mentor / Appraiser / planning e.g. with Deanery

• Other:
  – Education Committees
  – Inter-professional lay
Opportunities Dr.s have to teach

- Academic or Trainer
- Face to Face PG
- Face to Face UG

Qualifications:
- Certificate Masters / PhD
- ITT or TIPS (2 days)
- None
# Integrated Academic training Path

<table>
<thead>
<tr>
<th>Medical School</th>
<th>Foundation Programme</th>
<th>Specialist Training</th>
<th>Academic position</th>
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<tbody>
<tr>
<td>MB</td>
<td>Academic Foundation Year</td>
<td>Academic Clinical Fellowship</td>
<td>Senior lecturer</td>
</tr>
<tr>
<td>Intercalated BSc</td>
<td>F1</td>
<td>Clinical Lectureship</td>
<td>Further speciality sub-speciality training</td>
</tr>
<tr>
<td>MB/PhD</td>
<td>F2</td>
<td>Training or Educational Fellowship 3 Years</td>
<td>Senior Clinical Fellowship</td>
</tr>
<tr>
<td>Graduate Entry Training</td>
<td>Personal Fellowship</td>
<td>Clinical Scientist Fellowship or Advanced Educational training up to 4 years</td>
<td></td>
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</tbody>
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1. F1 - Clinical Training
2. F2 - Clinical Training
3. Academic Status
4. Academic Clinical Fellowship
5. Clinical Lectureship
How do you develop as a potential clinical academic?

- Teach in your current clinical role
- Make the most of teaching courses and other training opportunities
- Consider pursuing a further qualification in medical education
- Get involved in practitioner research
- Publish
- Academic FY posts
- Higher degree
Where to get information and Guidance?

• Local Medical Schools or Deanery
• Institutions offering qualifications e.g. BSc, Masters or Doctorates
• Journals (Medical Education, Education for Primary Care, Medical Teacher)
• Higher Education Academy [www.heacademy.ac.uk](http://www.heacademy.ac.uk)
• Academy of Medical Educators [www.medicaleducators.org](http://www.medicaleducators.org)
• Association for the Study of Medical Education (ASME) and (AMEE – International) [www.asme.org.uk](http://www.asme.org.uk)
Research Training Opportunities for GPs

- Local opportunities via medical school departments of primary care
- NIHR In-Practice Fellowships
- NIHR Research capacity building awards
- NIHR Clinical Lectureships (CLs) in Academic General Practice
- Other Post-doctoral training fellowships
- NIHR Clinician Scientist awards

See National Coordinating Centre for Research Capacity and Development
http://www.nihr.ac.uk/funding/training-programmes.htm

Society for Academic Primary Care (SAPC):
www.sapc.ac.uk
Clinical

Uncertainty

Research

Narrative