

# Achieving Linchpin Effectiveness in Clinical Research Nursing Practice

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## Introduction

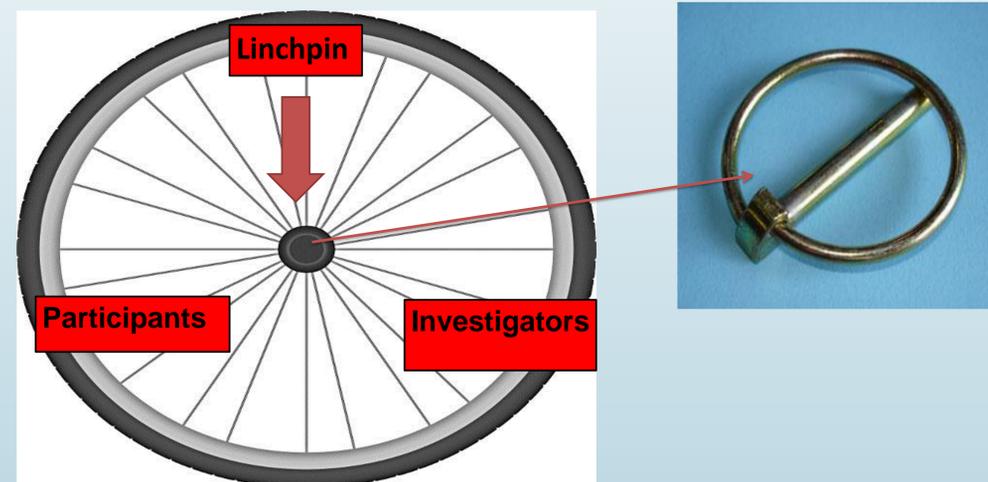
The theory that nurses are 'linchpins' has been embedded widely within the literature (Bradshaw, 2010). Nevertheless, when applied to clinical research nursing this provides a unique concept. This poster will describe this ideology and how it enabled for the development of a simple tool for local continuing professional development for use within a Clinical Research Facility.

## Background

The written account for a linchpin is 'a fastener used to prevent a wheel or other part from sliding off the axle upon which it is riding' or 'Something [or someone] that holds the various elements of a complicated structure together'. **The linchpin is definitively the integral supporting mechanism within a wheel.** These concepts provided the ideology behind the phenomenon that **clinical research nurses are this 'linchpin', since not only are they the supporting mechanism for a continually moving wheel, known as the research facility; but they are that integral centre piece between both participant and investigator.**

## Methodology

The philosophy that clinical research nurses are 'linchpins' enabled for rationalisation for a continuing professional development tool which was in the form of a simple board game to determine how 'linchpin' effectiveness could be achieved by research nurses. To play the game, players have to spin a spinner which will land on 1 of 5 priorities: self-awareness, leadership, teamwork, education and patient advocate. On landing on the priorities, the player must then say out loud why they feel this is a priority for the 'linchpin'. The aim of the game is promote awareness for research nurses on the key elements required to achieve 'linchpin' effectiveness, to ultimately support both participants and investigators robustly.



## Results

The linchpin concept and game was presented on a unit team development day within the NIHR/Wellcome Trust Clinical Research Facility. 7 Clinical research nurses took part. **Feedback was very positive and the aim for going forward is to use the game to prepare clinical, junior research nurses as they make the transition into more senior clinical research nurse roles.**

## Conclusions

**The ability to successfully enforce 'linchpin' priorities upon clinical research nurses in supporting both participant and investigator is vital for individual empowerment, development as well as for service improvement. The significance of the need for a continuing professional development game is evidently a transferable phenomenon that requires further investigation if to be proposed for mainstream clinical research nurse development.**

### Contacts

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### References

- Bradshaw A (2010) Is the ward sister role still relevant to the quality of patient care? A critical examination of the ward sister role past and present. *Journal of Clinical Nursing*; 19: 3555-3563.