<u>General Adult Psychiatry ST Research Handbook</u>

<u>Introduction</u>

As part of our specialty training in General Adult Psychiatry, we are required to develop an understanding of research methodology and critical appraisal of the research literature (ILO8 in the curriculum).

What's in it for me?
There are benefits of being involved in research, beyond purely box-ticking our competencies. Evidence shows that research-active trusts delivering clinical research trials and studies have better clinical patient outcomes[1]. The experience of being involved in research studies can be positive and rewarding. It can allow us to evaluate what we are doing clinically, demonstrate the value of our service and influence policy and services. It can enable you to develop skills that will help you as a consultant and develop your CV to put you in a stronger position when applying for consultant jobs. The CQC now assesses how trusts are supporting and using clinical research to improve patient care, so Trusts will be keen to employ consultants who have research skills. Getting involved in research can also give you invaluable experience about service users and carers' perspective of services as well as experience in information governance. So, gaining research experience and skills during training is not just relevant to those who want to be clinical academics.

Challenges for trainees
Trainees can find it difficult to meet research competencies. Challenges identified in a recent survey of North West trainees included lack of time, difficulty identifying a subject they are interested in and difficulty accessing supervisors and projects. Only 29% of trainees thought that they had received enough information on how to meet their research competencies and 89% of trainees thought it would helpful to have more written information about this. We have therefore put together this handbook in order to provide trainees with more guidance about meeting their research competencies and the supports and contacts available within the North West to help themget involved with research.

How can the research representatives help you?
The information in this handbook will hopefully be a starting point for deciding how to meet your research competencies. Please feel free to contact the research reps at any time if you have specific queries or questions about research training, or need further support.

We hope that you find it a helpful source of information. If trainees find the handbook valuable, we hope that it can be updated on an annual basis by the ST research representatives, so that it can continue to provide up to date guidance and support. Any feedback on the handbook is welcome. Best

Annalie and Sarah
Research Representatives 2019 - 2020

Acknowledgements:
Many thanks to the Pennine Care Research team who signposted us to many of the research resources listed in his handbook.

References:

1. Jonker et al. The correlation between National Health Service trusts' clinical trial activity and both mortality rates and care quality commission ratings: a retrospective cross-sectional study. Public Health 2018; 157: 1-6.

Research competencies in the General Adult Psychiatry Curriculum

The research competencies that we are required to meet fall under ILO 8 of the curriculum - to develop an understanding of research methodology and critical appraisal of the research literature.

8a – Research techniques

Knowledge • Demonstrate an understanding of basic research methodology including both quantitative and qualitative techniques • Demonstrates an understanding of the research governance framework including the implications for the local employer (NHS Trust or equivalent) of research • Demonstrates an understanding of the work of research ethics committees and is aware of any ethical implications of a proposed research study • Demonstrate an understanding of how to design and conduct a research study • Demonstrate an understanding of the use of appropriate statistical methods • Describe how to write a scientific paper • Demonstrate a knowledge of sources of research funding • Use research methods to enrich learning about aetiology and outcomes within General Psychiatry
Skills • Frame appropriate research questions • Able to write a research protocol and draw up a realistic time line for the proposed study • Able to apply successfully for R & D approval (if relevant) • Able to apply successfully to an ethics committee (if relevant) • Carry out a research project and able to modify protocol to overcome difficulties. Can adhere to time lines. Enters data onto standard computer software, e.g. EXCEL, STATA, SPSS etc • Able to compare own findings with others • Able to prepare research for written publication and follow submission instructions for most appropriate journal • Able to present own research at meetings and conferences • Apply research methods, including critical appraisal, in General Psychiatry • Attitudes demonstrated through behaviours • Demonstrate a critical spirit of enquiry • Ensure subject confidentiality • Work collaboratively in research supervision • Demonstrate consistent compliance with the highest standards of ethical behaviour in research
Attitudes demonstrated through behaviours • Demonstrate a critical spirit of enquiry

- Ensure subject confidentiality
- Work collaboratively in research supervision
- Demonstrate consistent compliance with the highest standards of ethical behaviour in research practice

8b Evaluation and critical appraisal of research

Knowledge
- Demonstrate an understanding of the principles of critical appraisal
- Demonstrate an understanding of the principles of evidence-based medicine, including the educational prescription
- Demonstrate knowledge of how to search the literature using a variety of databases

Skills
- Assess the importance of findings, using appropriate statistical analysis
- Able to carry out a thorough literature search, critically analyse existing knowledge, synthesise information and summarise the relevant findings coherently.
- Able to write a comprehensive literature review of a proposed topic of study
- Able to communicate clearly and concisely with non-medical professionals, i.e. other members of the multidisciplinary team, and staff from other agencies, regarding the importance of applying research findings in everyday practice.
- Able to translate research findings to everyday clinical practice. Inclusion of research findings in case summaries and formulations and in letters to medical colleagues.
- Able to appreciate the 'scientific unknowns' in the relevant field psychiatric practice
- Adopt the principles of evidence-based practice at a service level

Attitudes demonstrated through behaviours
- Be able to appreciate the limitations and controversies within the relevant area of scientific literature

Time for obtaining research competencies

Higher Trainees currently have one day per week in most specialities in psychiatry for research/special interest (2 sessions/week). The curriculum (revised) of 2010 identifies in ILO 8 exactly what the research competencies are. It has been up to the Educational Supervisors and at the end of each year the Training Programme Director to assess whether or not sufficient progress has been made towards the achievement of the research competencies.

Trainees have in general not been very clear as to what their expected outcomes are beyond addressing the various competencies. Some manage to achieve a great deal whilst other have limited achievements and yet almost all trainees may use some of their research/special interest day for research.

New system

Trainees early in their ST4 year should decide on their plans for research over the three years with advice from TPD, ES and, if possible, access to a research mentor, affiliated to GA STSC. At the initial meeting with TPD, or soon afterwards, each trainee should decide which of three research streams they intend to follow and then notify the TPD and their educational supervisor of their choice.

Research streams

	Level of involvement in research	Supervisor	Time allowance
Stream 1	These are trainees who wish to achieve what is necessary for CCT but do not want to pursue a career with a significant academic component.	Supervisor for guidance purposes, who may not necessarily be academic	Research and special interest sessions are used flexibly to meet competencies. For example, half a day a week for 2 months to complete a literature review, or over 6 months to support recruitment for a trial. For the remainder of training, the entire Research/special interest day would be given over to special interest sessions.
Stream 2	Become actively involved in some research/individual project. These are trainees whose interests drive them to contribute to a modest degree to an existing project in a	The research supervisor for these trainees would probably be the lead (or local) researcher for the main project and would be an established researcher, perhaps with a University post	Would expect to have one research session per week allowing another session for special interest time.

	number of ways including but not limited to data collection, data analysis and report preparation. The project might well be a large project from which an element of data already collected could be analysed as a subset. The expected outcome would be submission of a paper to a reputable peer reviewed journal, probably not as first author.		
Stream 3	MSc or equivalent These are trainees who would be expected, in the course of 3 years to devise a project, complete a Research Ethics Approval Application successfully, undertake the project including data collection and analysis, complete the report and submit probably as first author, though possibly as second author, to a reputable peer reviewed journal.	Supervisor who will almost certainly be a member of University staff.	Would have up to 2 research sessions per week whilst actively engaged in research. If research goals are achieved before the end of ST6 then time would be used for Special interest. Additional time in special interests will need to be negotiated with TPD and their educational supervisor.

All streams of trainees would need to complete a Good Clinical Practice in Research Course, and a course in research methodology, while Streams 2 and 3 will need to complete an SPSS course and Stream 3 and possibly also Stream 2 may find that attendance at an MRes course is the best way of achieving necessary competencies for the purposes of their research work.

Some trainees have a strong interest in education and may undertake a Masters in Medical Education. Satisfactory completion of this including the Dissertation would probably mean the trainee falls into Stream 2.

It is possible to move between research streams over the course of training – discuss with TPD

Ideas for developing research competencies:

Depending on your level of interest in research, there are various ways of meeting your research competencies. The research representatives can support you with identifying opportunities. Manchester trainees can also contact Professor Nusrat Husain, who is the General Adult trainee Research Advisor (nusrat.husain@manchester.ac.uk).

In whichever way you decide to be involved with research, it's important to consider which of the research competencies you are aiming to evidence with the work that you are doing. The research team that you work are unlikely to know about our specific competencies. To get the most out of any opportunity, **you need to have a clear idea of which competencies you want to achieve and it can be helpful to discuss these specifically with your supervisor, to agree a plan and time frame**.

1. *Participate in a research project*

There are various different ways that you can participate in active research projects. Depending on the nature and stage of the project, you may be able to support recruitment of patients, obtaining consent or completing outcome measures. You can gain experience of ethics and research study protocols. There can be opportunities to analyze pre-existing data sets and write publications. There may also be an opportunity to act as an Associate Principal Investigator.

If you are interested in participating in an active research project, it can be useful to contact your local Trust Research department, who will be able to give you up to date information on current studies and who to contact about getting involved. There is a list of current studies trusts are involved in at the end of the handbook (up to date for August 2020)

Your research supervisor will be expected to provide a supervisor's report.

2. *Develop your own research project*

If you have a specific area of interest, or an idea about a research project, you will need to identify a research supervisor to support you with this. There is a list of potential supervisors included in this handbook, but this list is not exhaustive. If you're unsure who to contact about your idea, the research representatives can help you to identify possible potential supervisors.

Your research supervisor will be expected to provide a supervisor's report.

3. *Get involved with the NIHR Manchester Clinical Research Facility*

The NIHR Manchester Clinical Research Facility is an experimental medicine research unit which provides a dedicated, quality assured research environment for early-phase clinical trials. There are only 19 clinical research facilities funded by the NIHR across the country, so it is one of the strengths Manchester has from a research point of view. The CRF are keen to have trainees involved in their work and there is a diverse range of learning opportunities available. These include exposure to a range of different types of clinical research studies, experience of research governance, protocol review and opportunities to gain experience in setting up and conducting studies. There could be flexibility in time spent at the CRF, depending on which research competencies you wanted to address – 1-2 days shadowing/observing may be appropriate in some instances, or you may choose to work there for a longer period of time. IF you are interested in gaining experience through the CRF, please contact Professor Damien Longson (damien.longson@manchester.ac.uk).

4. *Discussion and review of evidence base in supervision*

5. *Portfolio reflection on a journal article and how it will influence your clinical practice*

6. *Literature review on a topic relating to your clinical practice*

7. *Online training courses (see below)*

8. *Poster presentations, journal articles*

These give you the opportunity to evidence scientific communication. Lots of conferences and meetings have poster presentations – to apply you need to submit a brief abstract but it's not as hard as you'd think to be accepted to present! Poster presentations can include audit, quality improvement projects, service evaluation projects and literature reviews, as well as original research projects.

9. *Service evaluation projects/Implementation of new developments in service*

10. *Journal clubs*

11. *Attending conferences*

12. *Presenting journal article or a recent evidence update to clinical team*

13. *Discuss clinical trial opportunities with patients in clinical practice and reflect on this*

14. *Involvement in clinical guideline development*

15. *Peer review of journal articles*

Peer review of journal articles is a great way to keep up to date with current research and to evidence critical appraisal skills. There is an NIHR External Peer Review scheme which seeks reviews from a wide range of individuals and you can volunteer to be part of their database of reviewers. Reviewers are invited to read, critically assess and comment on the content of reports and proposals for research, to help ensure that they are of high quality, scientifically robust, represent good value for money and meet the needs of patients/the NHS. More information about the scheme is available here: https://www.nihr.ac.uk/documents/a-guide-to-your-role-as-an-nihr-external-peer-reviewer/20132#What_we_ask_from_our_reviewers

16. *Help to develop research opportunities for trainees*

The North West coast clinical research network are currently collaborating with Health Education North West deanery to develop roles for trainees as associate Principal Investigators for already funded trials. This is a new project and it is currently in the stage of developing the job description for this role. Involvement in setting up this project will help trainees to achieve competencies like clinical governance (as this project is counted as a service improvement project), leadership and management as well as research. If any trainee is interested, they can contact sarah.abdelsayed@nhs.net

17. Be the ST research representative!

Research within Our Mental Health Trusts:

Each Trust has a research department who can provide information on current studies and training opportunities.

Greater Manchester Mental Health
https://www.gmmh.nhs.uk/research

Contact: Researchoffice@gmmh.nhs.uk

Research Units within GMMH- https://www.gmmh.nhs.uk/research-units

- CAMHS digital

- Complex Trauma and Resilience Research Unit

- Greater Manchester Dementia Research Centre

- Psychosis ResearchUnit http://www.psychosisresearch.com

- Patient Safety Research Unit (PSRU)

- Youth Mental Health Unit

- Anxiety and Depression and Psychological Therapies Research Unit (ADePT)

- Specialist Perinatal Mental Heath and Parenting Research Unit (SP-RU)

- Mental Health Nursing Research Unit (MHNRU)

Pennine Care
https://www.penninecare.nhs.uk/about-us/research

Contact: researchdevelopment.penninecare@nhs.net / tel: 0161 716 3086

You can subscribe to the Pennine Care Research Bulletin to keep up to date with opportunities by contacting the research department.

Lancashire Care
https://www.lscft.nhs.uk/research-development

Contact: Research.Office@lancashirecare.nhs.uk

Mersey Care

https://merseycare.nhs.uk/about-us/research-and-innovation/research-and-development-team/

Research & Development Assistant- Karen Bruce (Karen.Bruce@merseycare.nhs.uk) Tel: 0151 471 2638

North West Boroughs
https://www.nwbh.nhs.uk/aboutus/Pages/ResearchandDevelopment.aspx

Tel: 01925 664 475 / Email: research.department@nwbh.nhs.uk

Cheshire and Wirral Partnership

http://www.cwp.nhs.uk/about-us/our-research/

Tel: 0151 488 7311 / Email: cwp.research@nhs.net

Clinical Research Network: https://local.nihr.ac.uk/

The NIHR Clinical Research Network is made up of 15 Local Clinical Research Networks that cover the length and breadth of England. These local networks coordinate and support the delivery of research in the NHS and across the wider health and social care environment, in England.

These networks are another good source of information if you are looking to get involved in research projects active locally.

Greater Manchester Clinical Research Network
https://local.nihr.ac.uk/lcrn/greater-manchester/

Domain Lead – Professor Kathryn Abel, Professor in Psychological Medicine and Women's Mental Health. Kathryn.m.abel@manchester.ac.uk

Clinical Leads for Mental Health in Working Age Adults – Dr Richard Drake (Richard.drake@manchester.ac.uk) and Professor Paul French (p.french@mmu.ac.uk)

CRN North West Coast
https://local.nihr.ac.uk/lcrn/north-west-coast/

 Research Development Manager for Mental Health: sarah.dyas@nihr.ac.uk

Research Supervisors

Potential research project supervisors are listed below. Some supervisors have formal academic roles, whilst others are involved in research around their clinical commitments, so may have less time available. Being on this list is an indication of interest in research and not a commitment to any specific project or time commitment.

Trainees are welcome to undertake research projects in either side of the deanery.

If you are interested in a particular topic that's not covered by these supervisors, get in touch and we can help you to find the most appropriate person to speak to.

Mersey

Trust	Supervisor	E mail	Area of interest
CWP	Prof Taj Nathan	taj.nathan@nhs.net	Risk / clinical decision making / violence / diagnosis / nosology. Active projects Sep 19
	Dr Sujeet Jaydeokar	sujeet.jaydeokar@nhs.net	Autism ADHD Intellectual Disability Gender Dysphoria Pharmacogenetics and genomics Active projects Sep 19
	Dr Mahesh Odiyoor	Mahesh.odiyoor@nhs.net	ASD, ADHD and ABI services
	Dr BhairaviSapre	bhairavi.sapre@nhs.net	Psychopharmacology in treatment resistant BPAD depression Active projects Sep 19
	Dr Anna Watkin	a.watkin@nhs.net	Old Age / integration projects
	Dr Ian Davidson	ian.davidson11@nhs.net	Autism Active projects Sep 19
	Dr Faria Zafar	faria.zafar1@nhs.net	Old Age
	Dr Amrith Shetty	amrith.shetty1@nhs.net	ECT Rehabilitation Outcome focuses care Service improvement Patient and carer

			experience Physical health and mental health Active projects Sep 19
	Dr Andrew Boardman	andrew.boardman@nhs.net	Early Intervention
	Dr FaouziAlam	faouzi.alam@nhs.net	Psychopharmacology, early intervention Active projects Sep 19
	Dr Lorraine Pauley	lorraine.pauley@nhs.net	CAMHS - stigma, gender identity, patient experience and early intervention
	Dr Amarinder Singh Sandhu	amarinder.sandhu1@nhs.net	Early intervention, CTO, antipsychotics, Active projects Sep 19
	Dr Gagandeep Singh	gagandeep.singh2@nhs.net	Clinical decision making Active projects Sep 19
Mersey Care	Dr Inti Qurashi	Inti.Qurashi@merseycare.nhs.uk	Forensic Active projects Sep 19
	Dr Cecil Kullu	Cecil.Kullu@merseycare.nhs.uk	Liaison
	Dr Gemma Harpin	Gemma.Harpin@merseycare.nhs.uk	Genetics Active projects Sep 19
	Dr Simon Tavernor	Simon.Tavernor@merseycare.nhs.uk	Gen Adult and medical education.
	Dr Mark Barsoum	Mark.Barsoum@merseycare.nhs.uk	Perinatal
NWB	Prof Ashley Baldwin	Ashley.baldwin@nwbh.nhs.uk	Dementia Active projects Sep 19
	Dr Sarah Elliot	Sarah.Elliot@nwbh.nhs.uk	CAMHS
	Dr Ashish Kumar	Ashish.Kumar@NWBH.nhs.uk	Eating disorders, systematic reviews, psychopharmacology
	Dr Georgy Pius	Georgy.Pius@nwbh.nhs.uk	

Manchester

Name	Location	Contact Details	Research Interest
Prof. Navneet Kapur	Centre for Suicide Prevention, University Place, University of Manchester	nav.kapur@manchester.ac.uk 0161-275-0714	Suicide prevention, self-harm, general adult psychiatry
Prof. Nusrat Husain	Division of Psychology & Mental Health, University of Manchester	nusrat.husain@manchester.ac.uk	
Dr Warren Mansell	Division of Psychology & Mental Health, University of Manchester	Warren.Mansell@manchester.ac.uk Wmansell@gmail.com	• Perceptual Control Theory
Dr Richard Hackett	Salford Royal Hospital	dickhackett@doctors.org.uk	Neuropsychiatry, Epilepsy, Sleep Disorders Particularly interested in trainees to be involved in substantial research projects that ideally will result in presentation/publication

Training opportunities:

1. Online Training

Good Clinical Practice

This course is essential for anyone who is involved in research, and is a good way of evidencing knowledge of research techniques, even if you are not going to be actively involved in a research project. It covers a set of internationally-recognized ethical and scientific quality requirements that must be followed in designing, conducting reporting clinical trials. It can be accessed for free via this link
https://www.nihr.ac.uk/health-and-care-professionals/learning-and-support/good-clinical-practice.htm

NIHR Learn

You can create an account for free which gives you access to NIHR e-learning and modules from outside agencies that are endorsed by NIHR. Includes modules on Patient and Public involvement and Social Media. There is also a link to local training courses run through the CRNs (Greater Manchester and North West Coast

https://www.nihr.ac.uk/health-and-care-professionals/learning-and-support/

How to Search the Literature Effectively

This comprises 7 modules that give a step to step guide to searching published literature.

https://www.e-lfh.org.uk/programmes/literature-searching/

Understanding Health Research

This tool was funded by the MRC. It is designed to try to help you appraise a piece of research, by guiding you through a series of appraisal questions. It provides introductions to research concepts such as correlation and causation, scientific uncertainty and the use of statistics. It also signposts to helpful external resources.

https://www.understandinghealthresearch.org/

Improving Healthcare Through Clinical Research

Free online course endorsed by NIHR which runs over 4 weeks a number of times a year. Covers topics such as bias, best practice in clinical research and role of ethics committees.

https://www.futurelearn.com/courses/clinical-research

Health Research Authority E-Learning Modules

Various modules, including module on research involving participants who lack capacity

https://www.hra.nhs.uk/planning-and-improving-research/learning/e-learning

Research to publication: BMJ training modules (This requires a subscription/payment)

Research to Publication is a research methodology and publishing programme specifically designed for doctors and healthcare researchers, developed by BMJ in collaboration with University of California, San Francisco (UCSF). The programme, made up of 8 multimedia courses, is focused entirely on healthcare research. BMJ's research editors and UCSF's academics, guide learners through the entire process from designing a study, to seeing it published in an international journal.

https://rtop.bmj.com/

2. Face to face training courses

Courses available through Trusts

Individual trusts may run relevant training courses. Contact the Trust Research Department or Library Services for details of these.

GMMH runs a Literature Search Course on a regular basis – available to GMMH trainees only. Contact Events@gmmh.nhs.uk

Pennine Care research department are happy to look at providing workshops/training sessions on topics of relevance or brief sessions on individual topics (i.e. suitable for a slot in team meetings) to suit trainees and align with their learning outcomes.

Methodology training courses
The HTMR Network has identified training courses relevant to clinical trials methodology that are offered in the UK and Ireland.
https://www.methodologyhubs.mrc.ac.uk/resources/training-courses/

Keeping up to date with Evidence:

The Knowledge Service can provide access to evidence-base, article requests, literature search & writing for publication training and dissemination, critical appraisal resources & training. Trainees can find their local Knowledge Service here: https://www.hlisd.org/.

Register for an NHS Athens account
https://openathens.nice.org.uk/

Log in to NHS Knowledge Services – My Resources
https://my.openathens.net/my

Critical Appraisal Skills Programme (CASP)
https://casp-uk.net/

BMJ Best Practice (includes evidence-based practice modules)
https://newbp.bmj.com/

BMJ Best Practice Evidence-based practice toolkit https://bestpractice.bmj.com/evidence (available via Trust intranet, or off-site with Athens account)

How to Read a Paper, Trisha Greenhalgh [e-book]
https://www.dawsonera.com/abstract/9781119484738 6th edition, 2019 (Athens account required)

We have access to various resources through our RCPsych membership
- British Journal of Psychiatry,BJPsych Bulletin and BJPsych International
- Free online access to the BJPsych Advances journal
- Free access to the Evidence Based Mental Health journal.
- Free access to the online version of the Australasian Psychiatry journal.
- Use of the College Library - offering remote access to journals and databases including Medline, PsychINFO, The Lancet Psychiatry and the American Journal of Psychiatry. The college can also help with literature searches and online access to the BNF and Maudsley Prescribing Guidelines.

Helpful research resources:

Is my project Research Decision Making Tool?
http://www.hra-decisiontools.org.uk/research/

Research Design Service
The RDS provides support to health and social care researchers across England on all aspects of developing and writing a grant application including research design, research methods, identifying funding sources and involving patients and the public. Advice is confidential and free of charge.
https://www.nihr.ac.uk/explore-nihr/support/research-design-service.htm

Research Design ServiceNorth-West - https://www.rds-nw.nihr.ac.uk/

Involve
INVOLVE was established in 1996 and is part of, and funded by, the National Institute for Health Research, to support active public involvement in NHS, public health and social care research.
https://www.invo.org.uk/

Public engagement: a practical guide
A practical guide for researchers on involving the public in working out how to communicate research findings.
http://senseaboutscience.org/activities/public-engagement-guide/

National Standards for Public Involvement in Research
New UK standards for Public Involvement in research are now available. This work is a final and complete set of standards for everyone doing health and social care research.
https://sites.google.com/nihr.ac.uk/pi-standards/home

Do I need REC approval?
http://www.hra-decisiontools.org.uk/ethics/

Health Research Authority
https://www.hra.nhs.uk/approvals-amendments/

NIHR Clinical Research Network Health Services Research Toolkit
This toolkit is designed to bring together ideas, guidance and support together in one place, to help you deliver the high-quality health services research that the NHS and health and social care settings needs
https://sites.google.com/nihr.ac.uk/hsrtoolkit/home

Thinking about taking it further?

Your Path in Research campaign
This campaign gives health and care professionals an opportunity to learn more about the research that can directly impact their everyday work, by highlighting a variety of ways they can take their first or next step in their research career
https://www.nihr.ac.uk/explore-nihr/campaigns/yourpathinresearch/

Find out more about a career in academic medicine
https://www.healthcareers.nhs.uk/explore-roles/doctors/career-opportunities-doctors/clinical-academic-medicine

NIHR funding opportunities
https://www.nihr.ac.uk/researchers/funding-opportunities/

MRC
https://mrc.ukri.org/funding/

Developing a Clinical Academic Career
https://www.youtube.com/watch?v=4KevHrdxQ1M

NW Coast CRN Research Scholars program
This is a training program designed to develop 'research interested' individuals in the early phase of their clinical research careers. It is open to senior trainees planning to remain in NW Coast region.
https://local.nihr.ac.uk/lcrn/north-west-coast/training-and-education.htm

Attachment: Current research projects by MH trust

Pennine Care
GMMH
Lancashire Care
Mersey Care
North West Boroughs
Cheshire and Wirral Partnership