Introduction/Background

- Quality health care require different and complementary competencies

- Complex health care issues require more complex research solutions

- Larger research fundings usually not profession-specific

- Balancing more medical models with bio-psycho-social models

- Academic/research competence within nursing and other health care professions has increased over the last decades

- Being part of multi-/cross-/inter-disciplinary health care research projects – what lessons can be learned from a (specialist) nurse perspective?

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Aim

- The aim of this project was to explore the experiences among nurses/health care professions with experience of being part of, and primarily lead (PI), multidisciplinary health care research

Methods - participants

- Three participants

  - One specialist nurse and associate professor

  - One nurse and professor

  - One occupational therapist and professor

  - Two women, one man

  - 60+

  - Two born in Nordic countries, one born in another European country

  - All have long (10+ years) of experience participate in and lead (PI) different multidisciplinary health care projects

  - The multidisciplinary projects were also often international projects

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Methods – procedure and analysis

- Three interviews (Zoom or phone) were recorded (25-35 minutes)

- Semi-structured interview guide

- The data was extracted from the interviews using rapid identification of themes from audio recordings (RITA), after which a content analysis with a deductive approach was used to identify relevant themes corresponding to the aim of the study

(1) Clarity, clarity, clarity…

- Crucial to have a ***common and early agreed upon*** understanding in relation to

    – Concepts and definitons used

    – Theories/models used

    – Frames and boundaries for the projects

    – Do not take of the above for granted!

- Crucial to have a ***common and early agreed upon*** understanding also for

    – Outcomes

    – Time constraints

- *" I was a lawyer before I became a nurse – so I know the importance of clarity and wording…"*

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(2) Respectful and strategic leadership

- Choose collaborators carefully
  - Track record is as important as person/competencies/profession
  - Finding the optimal fit between persons and assignments in projects crucial

- Dealing with challenges in a project
  - Be aware of your power as a PI – handle conflicts in a diplomatic way and allow personal growth when possible
  - Pick your fights – but also be clear when there is no room for negotiations
  - Problem-solving can take time – need to balance personal potential growth with deadlines for deliveries

- *"As a PI you are always responsible for the whole project/program"*

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(3) "Personal traits"

- Well grounded and "safe" in your own discipline/profession

- Well prepared understanding of other disciplines/professions

- Show interest in other perspectives – and be open to change if so

- Be aware of differences in professional languages – and preferrably be able to speak them!

- *"Bigger ears – smaller mouth"*

- Enjoyable/Fun/Personal connections/knowing each other as persons

- *"The research process must generate energy to the group – not the opposite"*

(4) Next Gen sustainability

- Important to find sustainable solutions in leadership transfer

- Important to provide opportunities for leadership among junior faculty – support from the side

- Changing power dynamics means that you will have less power than before

- *"When it comes to academic research leadership development - you need to have a 10 years perspective…"*

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Discussion/Reflections

- The findings highlights both personal aspects reflecting leadership quality but also action- and process-related techniques that can be applied.

- The findings can also be viewed more generic than SN specific

- The findings should be viewed from a Nordic context (time and place)

- There is a strong potential in having SN lead multi-disciplinary research projects in health care…

- …but strategic actions are required now for the Next Gen of SN in PI roles for multi-disciplinary research