

DClinSci Year 3, 4 & 5

Aims:

to get to a successful Professional
Doctorate!

Focus:

How to help you achieve this



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Thanks to:



Karen Kirkby

Julia Handley



Anne White

Rebecca Dearman



Kai Uus

Garry McDowell



Semester 1				Genomics		Semester 2										
Year 1	A1 Semester: 1 30 credits		B1 Sem: 1 10 C			A2 Semester: 2 20 credits		B2 Semester: 2 30 credits								
Year 2	A3 Semester: 1 30 credits		B3 Sem: 1 10 C			A4 Semester: 2 20 credits		A5 Semester: 2 20 credits		B4 Semester: 2 30 credits		Submit Research Project Form				
Year 3	C-Research Project		Year 3 workshop – September <ul style="list-style-type: none">How to give a lay talkLit review vs systematic review		B5 Semester: ? 20 credits						Submit Literature Review	B7 Semester: 2 20 credits		Give Lay Talk		
Year 4	C – Research Project					Year 4 workshop - January <ul style="list-style-type: none">How to write a thesisHow to write a paperHow to give a professional talk		B6 Semester: ? 30 credits								
Year 5	C – Research Project										Submit Thesis		Viva voce examination			

Version 31/08/18

Comfort zone

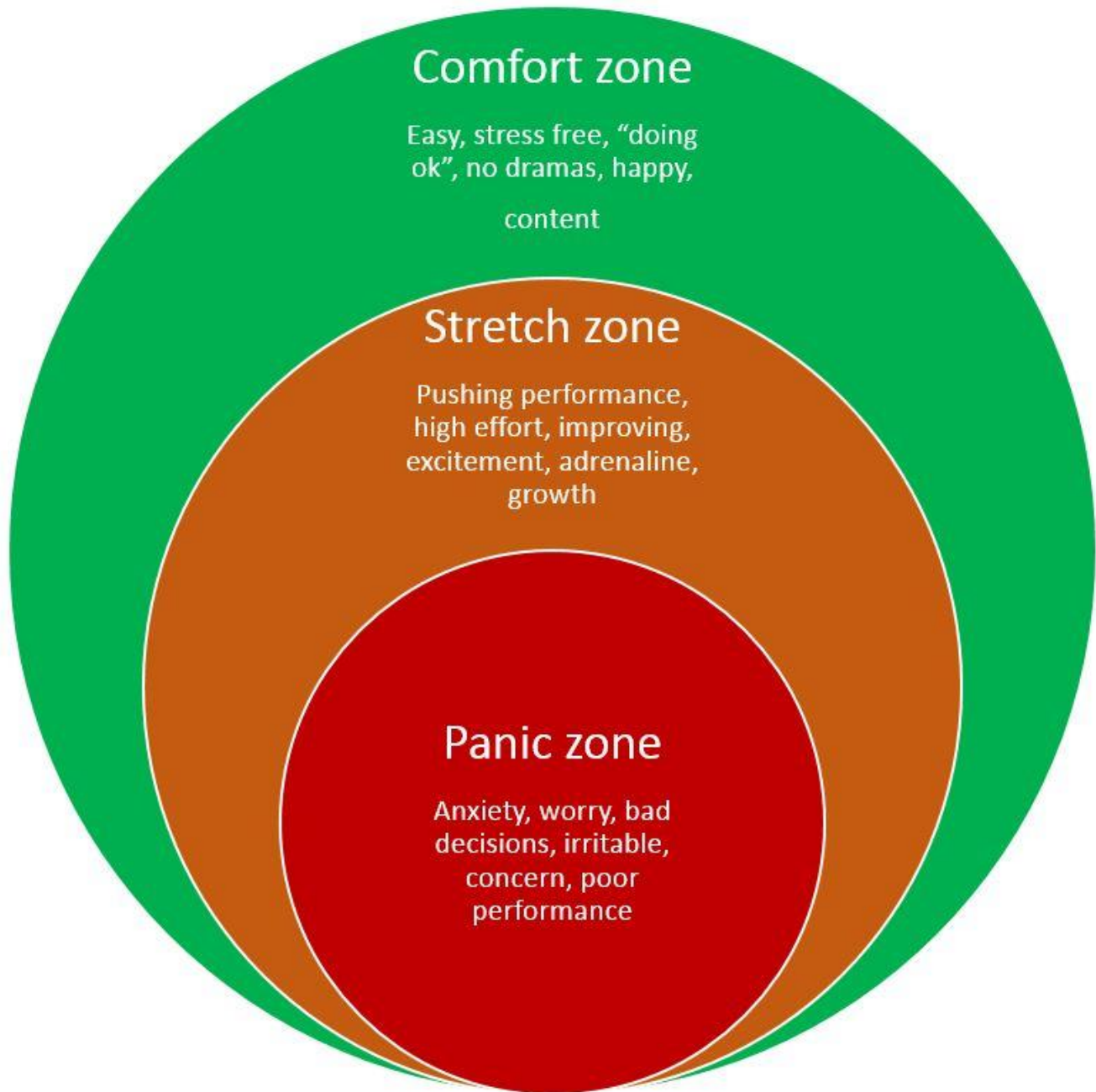
Easy, stress free, "doing
ok", no dramas, happy,
content

Stretch zone

Pushing performance,
high effort, improving,
excitement, adrenaline,
growth

Panic zone

Anxiety, worry, bad
decisions, irritable,
concern, poor
performance



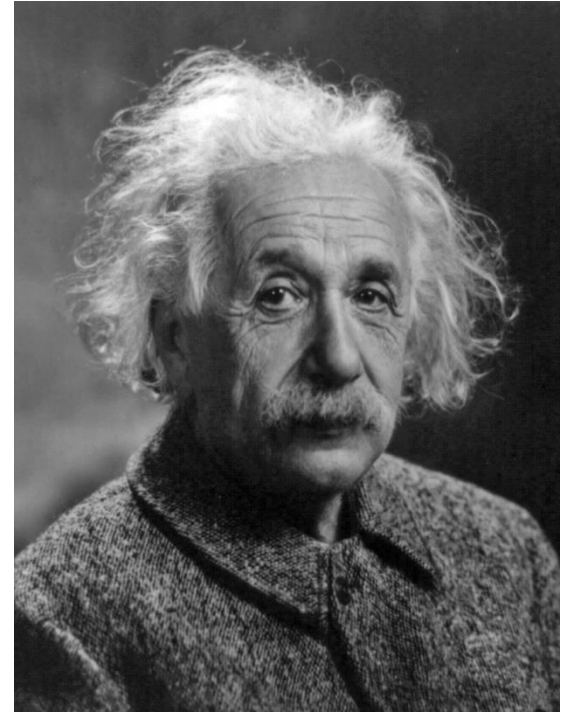
What Is Successful Research?

- Research which can be presented at national and international meetings
- Publishing your data in peer review journals
- Research that has an impact for health care
- Research resulting in a well-written thesis

What is an acceptable Research Project?

If we knew what it was
we were doing,

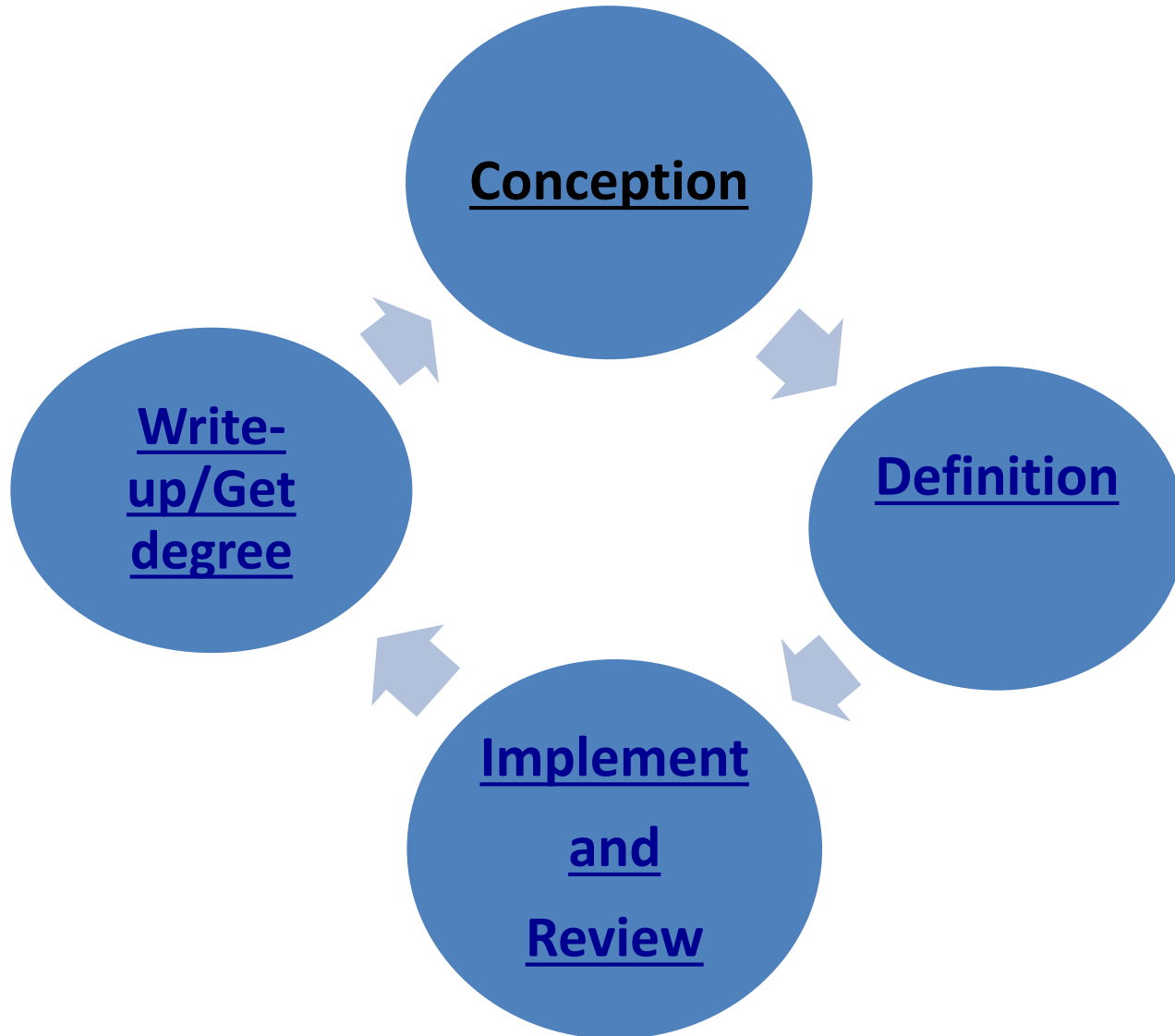
it wouldn't be called 'research,'
would it?



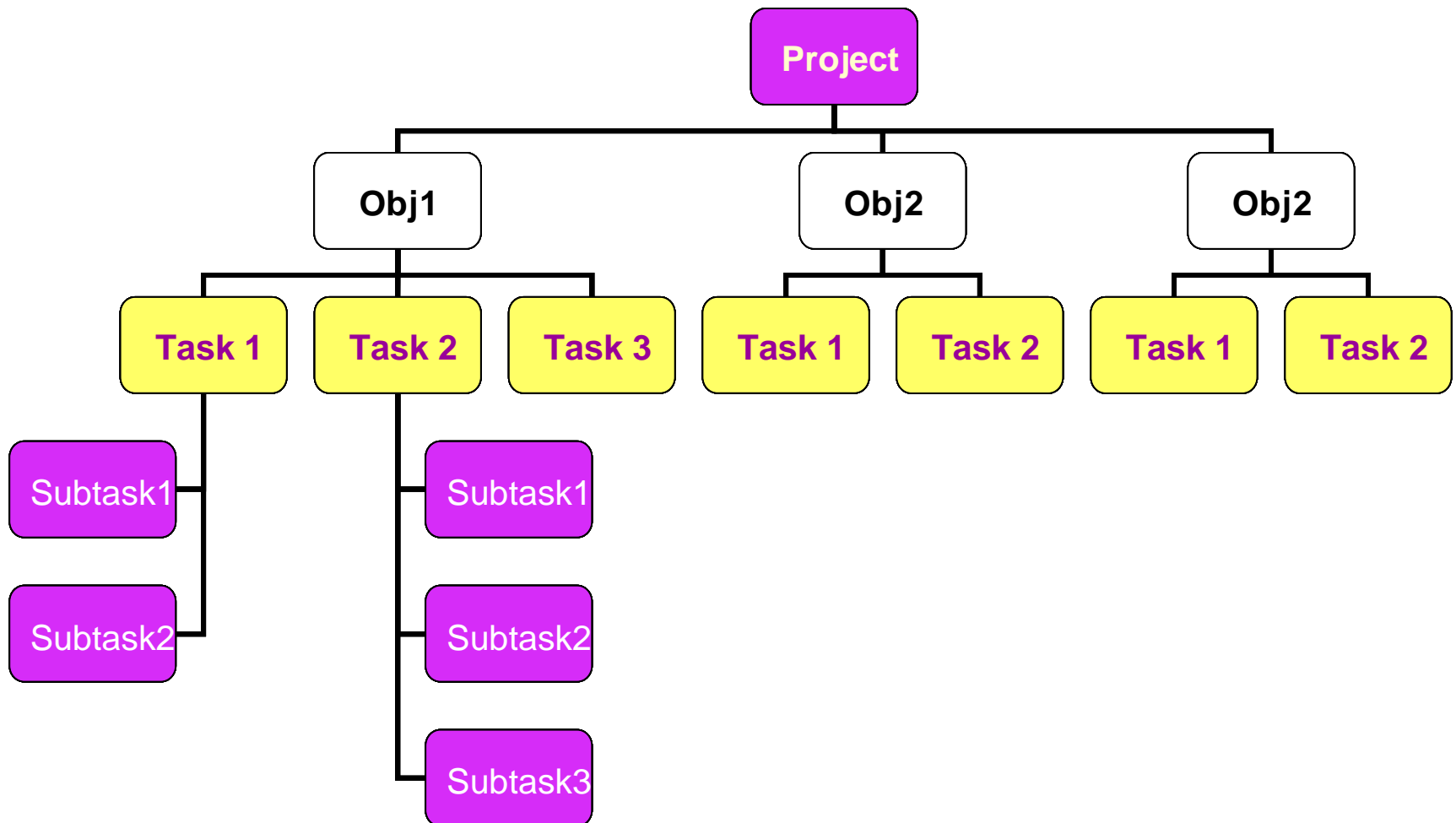
What is an acceptable Research Project?

- **Good Background** showing the importance and clearly identifying where there are gaps in knowledge
- **Hypothesis** leading to *Aims and Objectives*
- **Critical Evaluation**
- **One, two or three sets of data** that form chapters in a thesis or one or more papers
- **Discussion** of the outcomes and importance and impact

Project management



Are the tasks do-able? How do you question their validity?



The Paper: If you can't see what it would look like published it may not be worth doing!!!!

Fig.1: Effect of EGF conc

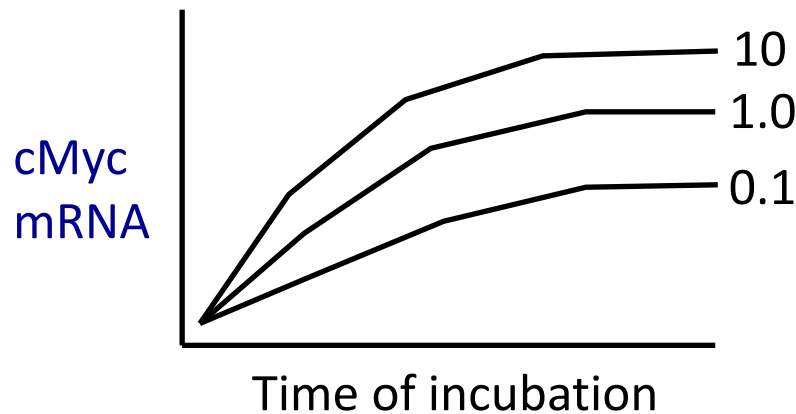


Fig.2: Compare E vs F Cells

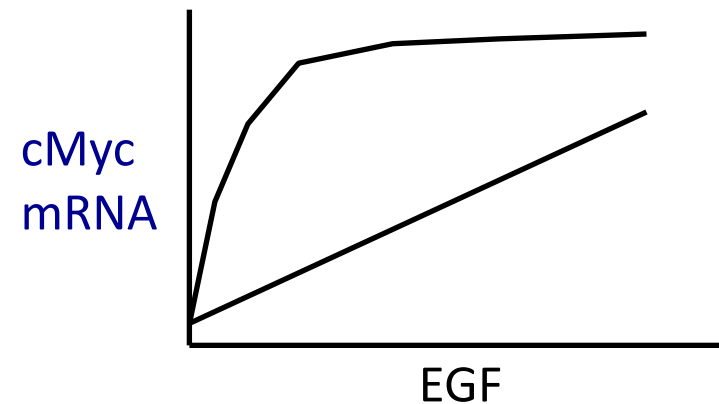


Fig.3: cMyc mRNA

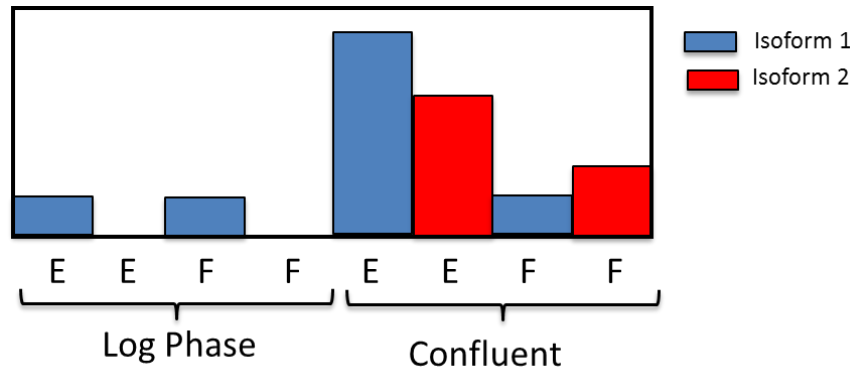


Table 1

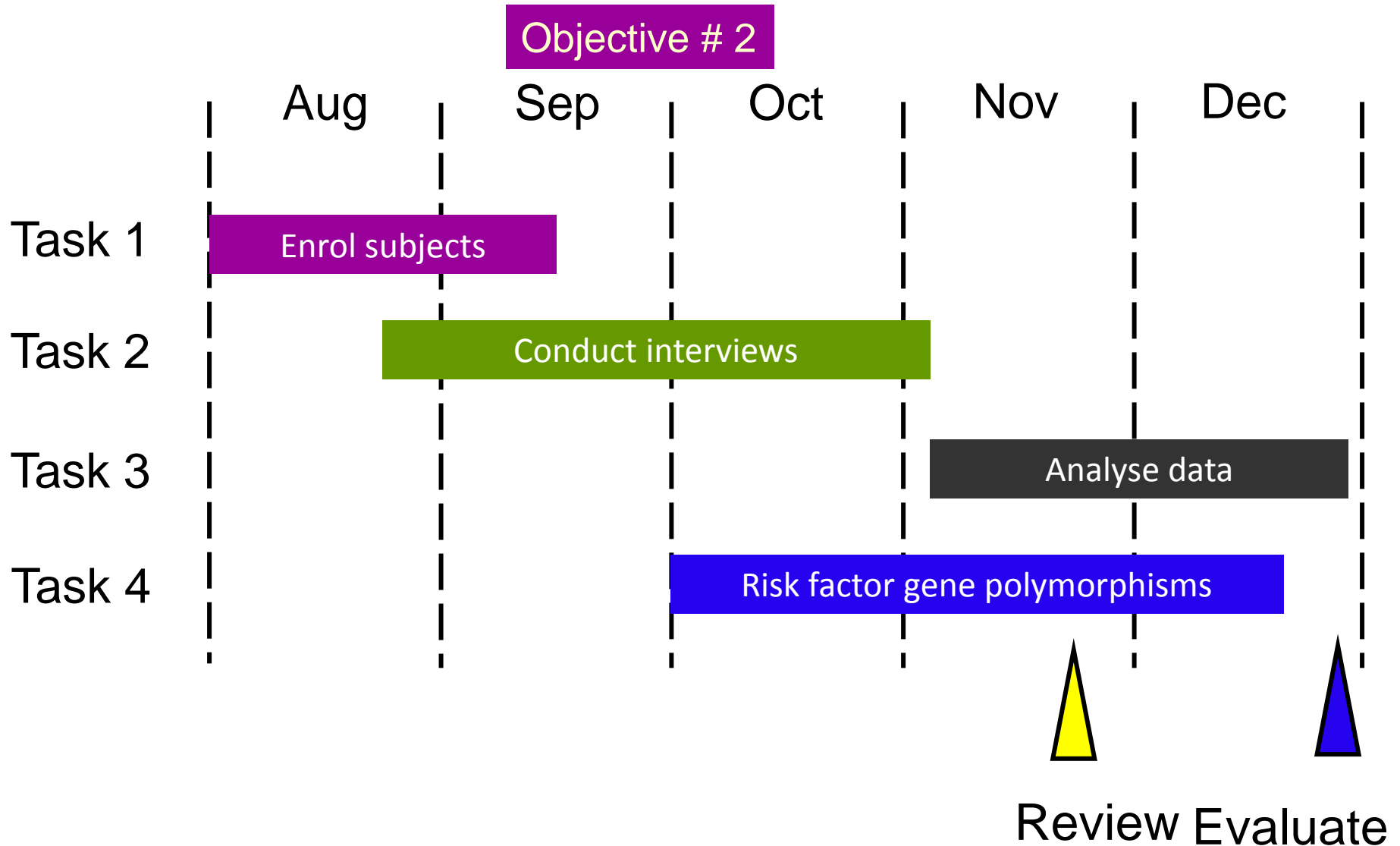
<u>serum</u>	<u>% inc</u>
0 %	2
10 %	50
20 %	70

What controls do you need?

Prioritise both experiments and writing/planning/training

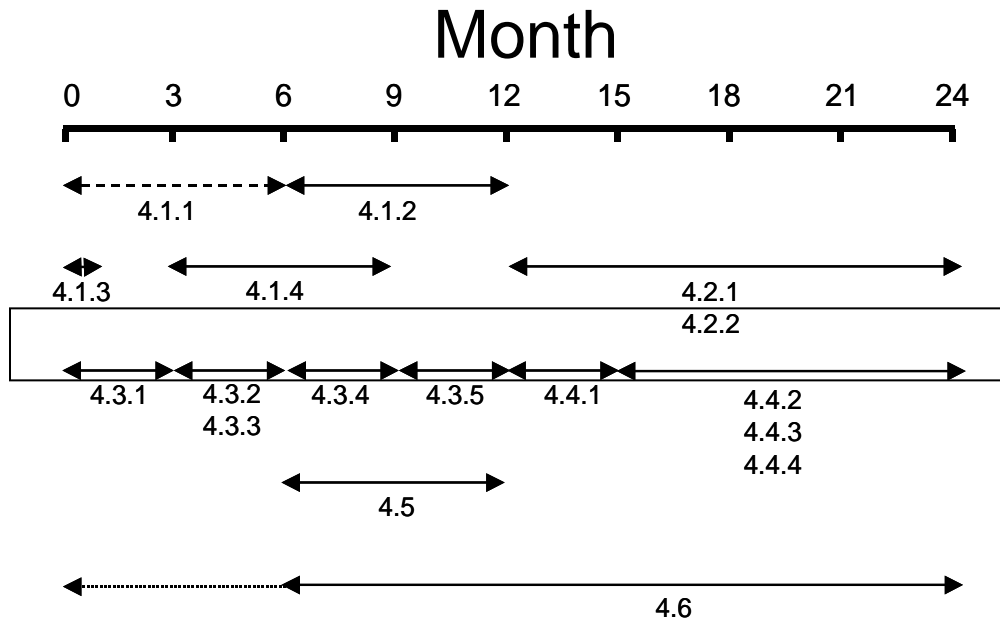
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Project timeline - Gantt chart



Cancer Research UK - Development Grant

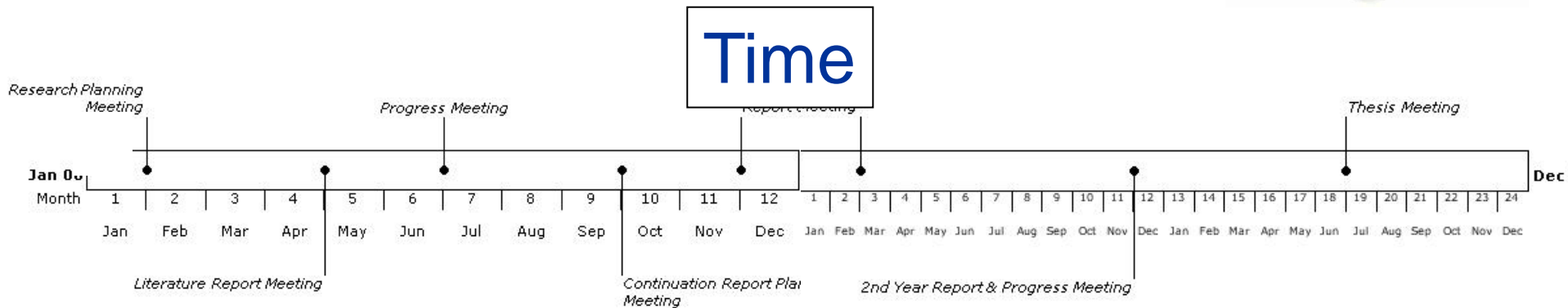
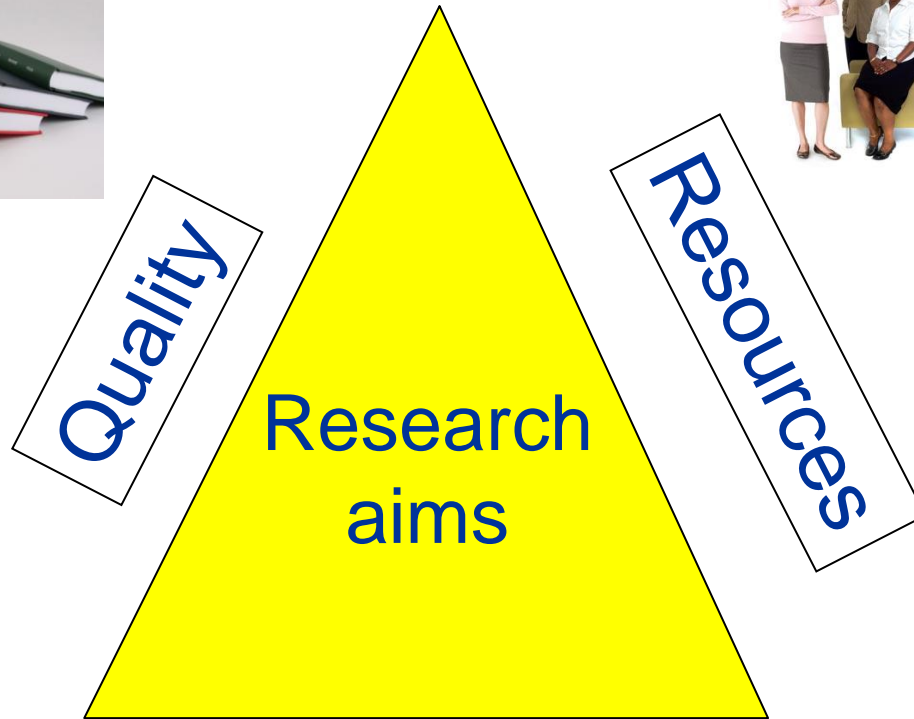
Timelines



Milestones/Deliverables

- 4.1.1 Development of cell lines for rh opticin
- 4.1.2 Production and purification of rh opticin
- 4.1.3 Sale up of human adeno-opticin
- 4.1.4 Development of ELISA Assays
- 4.2.1 Proliferation/apoptosis studies
- 4.2.2 Migration, invasion and adhesion studies
- 4.3.1 Comparison of human/bovine adeno-opticin
- 4.3.2 Optimal single dose of (human) adeno-opticin
- 4.3.3 Histological and Western blot analyses
- 4.3.4 Multiple dosing with adeno-opticin
- 4.3.5 Adeno-opticin with HT1080 and MDA468 tumours
- 4.4.1 Pharmacokinetics (rh opticin)
- 4.4.2 Tumour growth delay studies (rh opticin)
- 4.4.3 Window chamber experiments
- 4.4.4 *In vivo* metastatic model
- 4.5. Immunogenicity studies
- 4.6. Determination of the biologically active sites in opticin

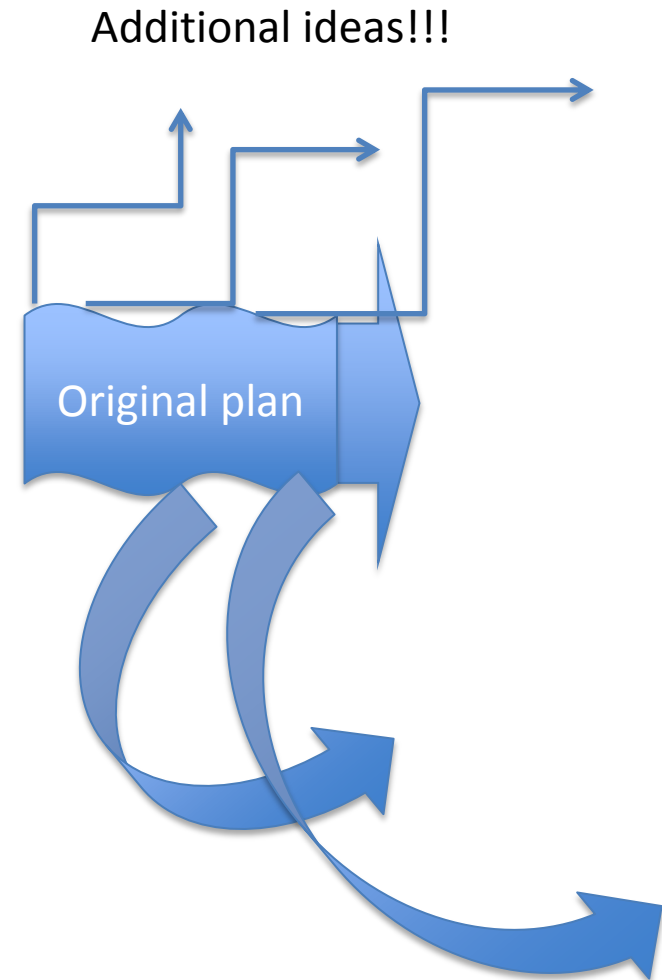
Triangle of Constraints



Beware scope creep

If you need to change the scope, ensure that:

- Everybody is aware of the impact on the schedule and outcomes of the project



This is project management- at a distance/in a team?



Opportunity for greater success

BUT

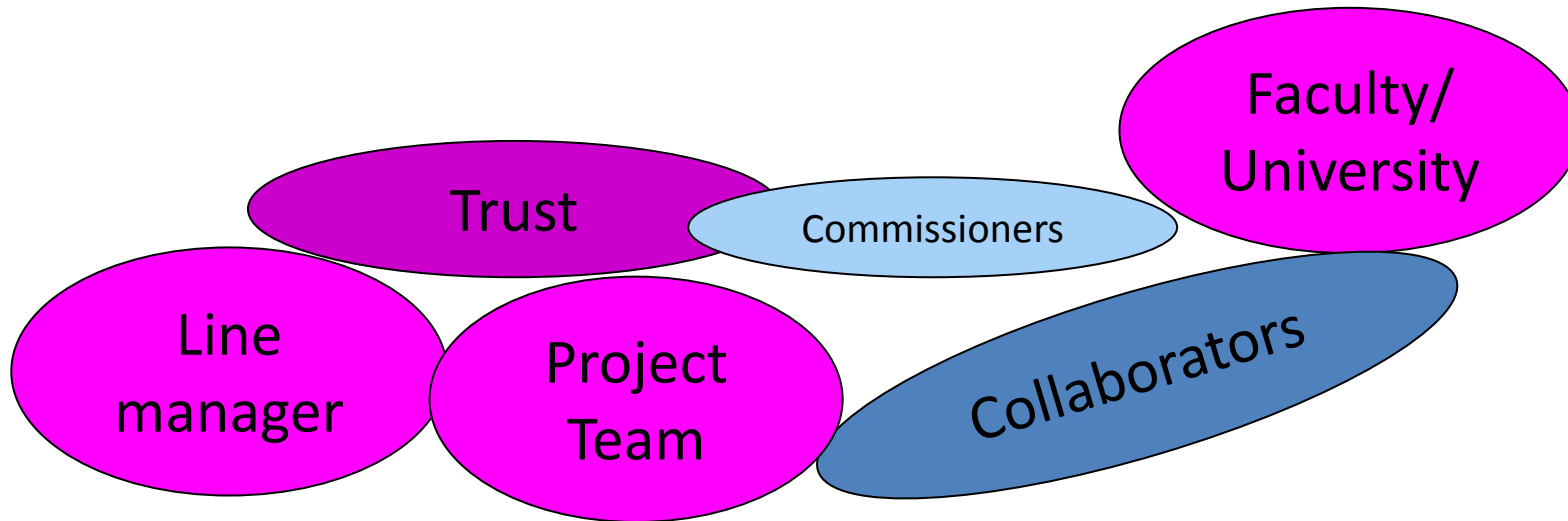
Greater risk of things going wrong!!!

Engage all stakeholders in the research

Who will be affected?

Who will be needed for support?

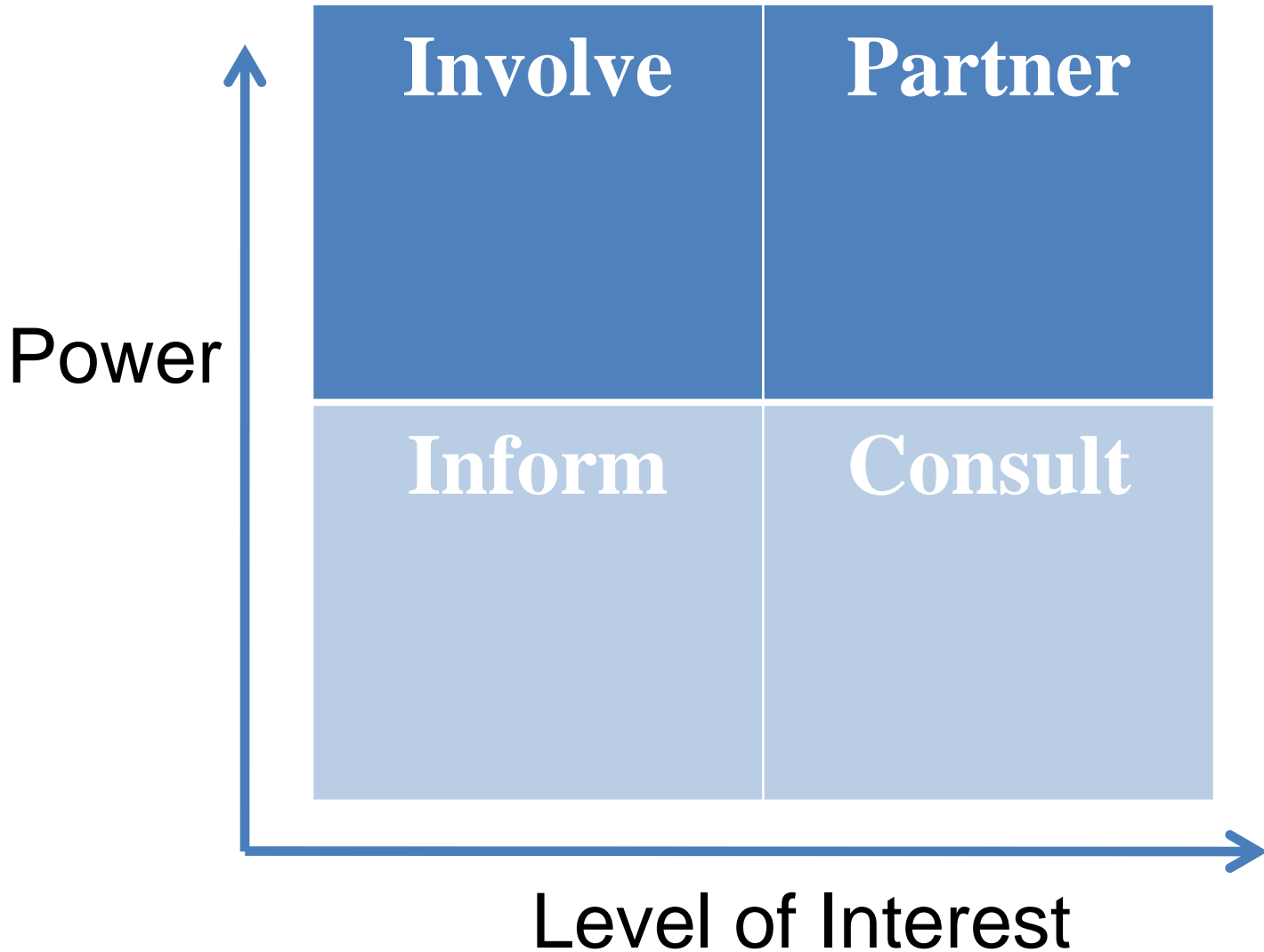
Who will be interested in the outcomes?



How do you manage the stakeholders expectations?

Think about reporting and communication - help each to appreciate the value of the project throughout

Engage all of the stakeholders



What do you need to know?

- What resources are you lacking to complete the project?
- How much responsibility does each supervisor have?
- What's their level of interest?
- How are you going to engage with each supervisor?
- Do you need to manage them?
- Are there potential conflicts between you and a supervisor? How do you resolve this?
- Are other collaborators involved and have you been involved in establishing guidelines with them eg author on a paper?

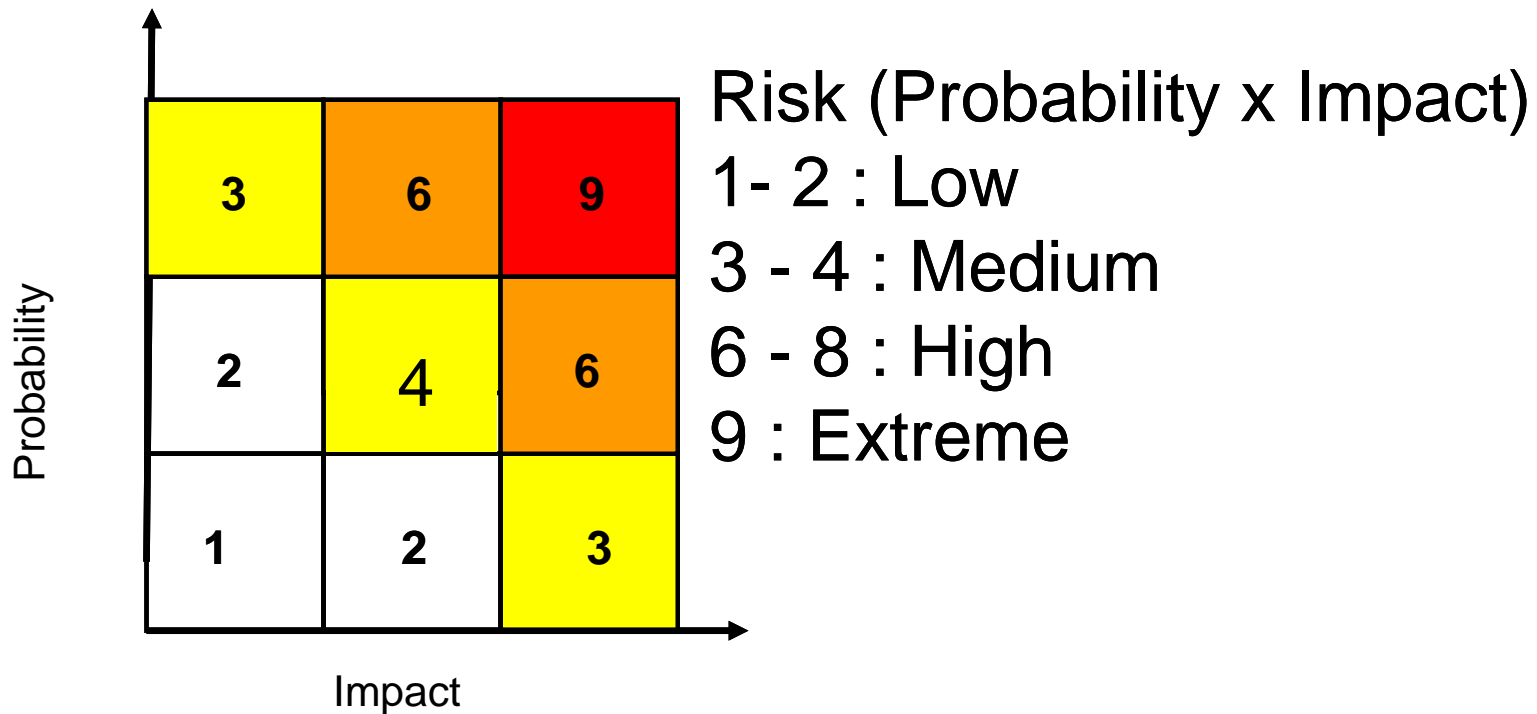
The reality of research

- Things go wrong!
- The direction of the research may change based on the results
- New data emerges from the research field



The project plan must anticipate all of this and more...

Use Risk analysis to structure your discussions



Minimise, eliminate or have a contingency

If you are struggling to develop a plan *or behind schedule?*

This can suggest:

- project objectives are unclear
 - You are unconvinced about the project
 - The project is too large
 - Unsure of responsibilities
 - Need additional support or experience
-
- *Respond to delays early*
 - *Consider implications if you adapt the plan*
 - *Can you increase resources and/or engage others*



How will you monitor progress?

- Your Workplace supervisor:
 - Should decide on an appropriate communication/monitoring system (type and frequency)
 - steering group meetings
 - regular project team meetings
 - weekly/monthly updates (paper or email)
- Your Academic Supervisor
 - Take responsibility for deadlines on University system
 - Adapt planning timelines from PhD and fix meetings
- Constant communication and transparency-particularly when things go wrong

Summary: research project planning

- Project planning
 - should be a tool not a straightjacket
 - should be dynamic with regular, fixed reviews of progress
 - It can help research team communication
 - It can check on common understanding
 - Between workplace supervisor and academic supervisor but also with line manager, team, collaborators, funders)
 - It helps to ensure research dissemination
 - Papers, presentations, Follow up funding

How do the roles of the two supervisors compare?

Workplace Supervisor

- Detailed knowledge of the project background
- Understanding of the constraints on the student
- Usually close by to give day-to-day advice

Academic Supervisor

- Understands the academic process for Doctoral degrees
- Has experience of supervising PhDs/MDs
- Understands the constraints
- Can find the University person to provide guidelines for the degree

How do the supervisors interact?

- Usually by skype or teleconference.
- One meeting each year is important/preferable
- Who sets the dates for meeting?
- What happens if project not going well-who identifies this? Who do the supervisors get help from?
- Academic supervisor should take lead on reading drafts of thesis.

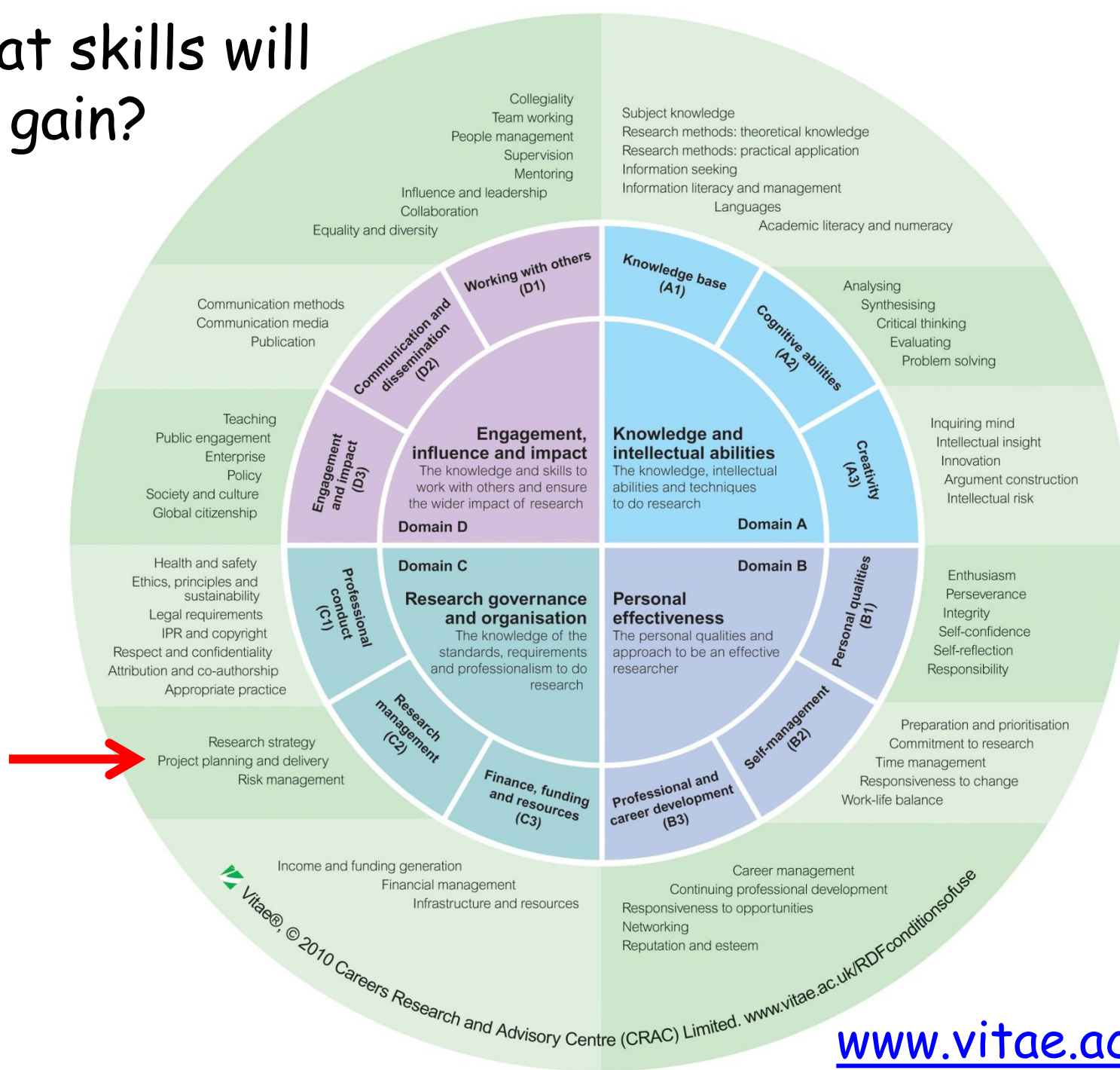
What to do if you need advice?

- Your Academic supervisor
 - Contact administrators re guidelines
 - Liaise with Programme Directors about project content
 - Contact MAHSE about deferrals
- Your Workplace supervisor
 - liaise with line manager about time constraints
 - Contact NSHCS on HSST
 - Get advice on funding from the Commissioners

The Examination Process-in brief

- Decide now when thesis should be submitted
- Determine the appropriate format now and perhaps modify with time
- Six months to go - suggest external examiner by discussing at supervisory meeting
- Which of your supervisors will read which parts of the thesis?
- Ensure care is taken to meet the University submission requirements
- Get advice from academic supervisors on the examination process at viva
- Celebrate!!!!

What skills will you gain?



A project isn't successful until it's finished!



What one thing will you take away from today's session?