**Introduction** Clinical Research Nurses (CRN) are registered nurses who are employed in industry, charitable and academic healthcare institutions working as part of an infrastructure to support the conduct of clinical research. The CRN role is a well-established role within the United States healthcare system and the role is seen as pivotal when responding to the clinical needs of the participant alongside ensuring the integrity of the research study. Hastings et al (2012) highlight that despite the fact that the CRN role is widely recognized as being an important part of the participant’s research journey there, remains a lack of clarity surrounding the standardization and definition of the CRN role.

**Aim** The purpose of this study is to improve understanding and describe the impact of the role of the clinical research nurse (CRN) on the paediatric participant experience while on a research trial.

**Methods** This qualitative study used focus groups to explore CRNs, perception of the clinical research nurses impact is on the paediatric participant experience while on a research trial. Data was synthesised using thematic analysis (Braun & Clark 2006).

**Findings** Data was collected from 3 sites with a total of 7 focus groups and 33 Participants.

Research Nurses identified 4 key areas of impact (staff, organization, external and participant & family) with subsequent themes incl compassionate care, family centered care, safety, advocacy.

**Conclusions** This work clearly demonstrates the CRN value and the impact they have on the participant experience. It highlights the key role nurses play in ensuring participant safety and the responsibilities this entails. This work will enhance the understanding of the role of the CRN and their impact. This will support workforce planning and be used to continually develop and improve the paediatric research participant experience.

**Background** This initiative was established as part of a 2019 Florence Nightingale Leadership Scholarship, leadership project. Following discussions with the Chief Nurse it was agreed that the project would focus on engaging and developing our band 5 nursing work force. The Chief Nurse Junior Fellow Programme aligns with the recruitment and retention strategy and the GOSH People Strategy.

**Aim** To introduce a Chief Nurse Junior Fellowship (CNJF) Programme to GOSH. The programme was open to all band 5 nurses who are at the end of their 18 month rotation programme or band 5 nurses new to GOSH with similar post registration experience.

The programme provides an opportunity for band 5 nurses to develop their leadership skills and gain an insight into the senior nursing leadership roles within an NHS organisation through working alongside a senior nurse. In addition it supports a cohort of nurses with the development and acquisition of new leadership skills that they are able to take back into the clinical environment and share with their colleagues.

**Method** In collaboration with the GOSH Learning Academy a 12 month Chief Nurse Junior Fellow Programme was develop, providing 23 hrs per month protected time for participation along with support from senior nurse mentors across the organisation.

The programme consisted of 3 elements

- Taught Element
- Shadow ‘Insight’ Opportunities
- Undertake an evidence-based QI project linked to an organisational priority

**Outcome** 6 Chief Nurse Junior Fellows were appointed in May 2020 and the programme commenced in September 2020. To date they have attended 3 taught study days alongside regular mentor meetings to establish their QI project focus. Quarterly QI progress reports will be submitted alongside pre and post programme leadership evaluations.

**FEASIBILITY, ACCEPTABILITY, AND IMPACT OF A COMPUTER-GUIDED GROWTH MINDSET SINGLE-SESSION INTERVENTION FOR CHILDREN AND YOUNG PEOPLE WITH CHRONIC ILLNESS: A MIXED METHODS STUDY**

Brian Chi Fung Ching, Sophie Bennett, Sophie Allen, Isobel Heyman, Nicola Morant, Roz Shawran, Great Ormond Street Hospital and University College London; Great Ormond Street Hospital; University College London

**Abstracts**

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