

# Academic Paediatric Training ... case studies

## Jonathan Fisher

I applied for an academic training post because I'd enjoyed research in the past, especially the way in which it allows a problem to be approached from any angle in a creative way. I find the balance between clinical work and research fuels my enthusiasm for both.

I'd enjoyed research in the past, especially the way in which it allows a problem to be approached from any angle in a creative way. I find the balance between clinical work and research fuels my enthusiasm for both.

My research interests centre on immunotherapy for childhood cancers and I spend my time planning or performing experiments in a cutting edge laboratory which is at the forefront of the field.

I am currently in the third year of my PhD and the autonomy offered by protected academic time has enabled me to take on exciting projects. In addition to my research I developed a website for helping other trainees find projects, even if they have no experience of research. This can be found at [www.projectmatch.org](http://www.projectmatch.org).

I would recommend taking some time for research to everyone ... whether as part of a formal clinical academic training programme or as something arranged locally. It has changed my perspective and has helped me develop both as a clinician and an academic.

Jonathan Fisher is in the third year of a Wellcome Trust funded PhD fellowship at the UCL Institute of Child Health which he began after completing a Paediatric Oncology ACF in Newcastle.

## Adam Smith-Collins

Being an academic paediatric trainee brings fantastic opportunities. Half my time is spent developing advanced imaging techniques to investigate neonatal brain development, injury and outcomes, while also pursuing grid neonatal training. I have been able to develop specialist knowledge, and contributed to our understanding of neonatal brain development.

Clinical academia allows me flexibility, novelty and autonomy for at least part of my

