Workshop

Working with Experts By Experience to Ask Relevant Research Questions for Trainee Projects

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Working with Experts By Experience to Ask Relevant Research Questions for Trainee Projects

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Workshop Aims

• To develop a joint view of good practice for EBE involvement in research training for DClinPsy trainees
• To share examples of ways that EBE input has enriched research training in Glasgow
• To identify effective ways of preparing trainees to be clinicians who nurture and develop EBE research involvement values throughout their career
Session Structure

• Introductions
• An overview of current good practice guidance for EBE involvement in research
• Examples of good practice: Enhancing Quality and Improving Relevance
• Small group exercises
• Discussion and collation of feedback
Introductions

Hello
my name is
NIHR and Supporting Stakeholder Involvement
Why involve members of the public in research?

**Democratic principles**

It is a core democratic principle that people who are affected by research have a right to have a say in what and how publicly funded research is undertaken.

**Improving the Quality of Research**

- e.g. ensuring that research uses outcomes that are important to public

**Improving the Relevance of Research**

- e.g. helping to identify research priorities for all stakeholders

• “No matter how complicated the research, or how brilliant the researcher, patients and the public always offer unique, invaluable insights. Their advice when designing, implementing and evaluating research invariably makes studies more effective, more credible and often more cost efficient as well.”

• **Professor Dame Sally Davies, Chief Medical Officer**
Added Value from PPI in Research

Quality
• making the language and content of information provided more appropriate and accessible (for example in questionnaires and patient/participant information leaflets)
• helping to ensure that the methods proposed for the study are acceptable and sensitive to the situations of potential research participants
• helping to ensure that research uses outcomes that are important to the public
• increasing participation in research through: making the research more appropriate
• and acceptable to potential participants
• improving the information provided so people can make informed choices
• helping to include seldom heard groups.

Relevance
• identifying a wider set of research topics than if health or social care professionals had worked alone
• suggesting ideas for new research areas
• ensuring research is focused on the public’s interests and concerns and that money and resources are used efficiently
• helping to reshape and clarify the research.
• Priority setting and ensuring that important research questions are highlighted
Quality Examples

- Ethics
  - Consultation with independent advocacy organisations about methods
  - Getting feedback on study documents
- Methods
  - Ways of applying methods sensitively
- Results & Dissemination
  - Improving the communication and usability of research outcomes
  - Increasing hope that the right questions will be addressed through research
• Shaping Questions
  – Identifying a wider range of topics and questions
• Dissemination and impact
  – Putting the results in terms that can be understood and used by the public
• Applying findings
  – Putting results into practice to produce meaningful change

Relevance Examples
Glasgow Examples
Using trainee research to impact services
East Glasgow psychological therapy review

Service user perspectives on starting psychological therapy
Ben Wiffen, Jamie Kirk, Jacqueline Smith & Andrew Gumley

A key issue within health policy is the role service users (SUs) play in identifying what helps when in contact with health care services (Mockford et al., 2012). Involving a SU in choice of treatment, and providing information about it in advance can improve outcomes (Swift & Callahan, 2009). A key driver of the Healthcare Quality Strategy (The Scottish Government, 2010) is that healthcare should be a collaborative process between SUs, their families and healthcare staff. Thus it is important that SUs’ perception of services is used to inform service development.

There is significant research evidence for the effectiveness of psychological therapy, as well as policy commitment to involving SUs in both service design and evaluation. Consequently, evaluation of how SUs find the process of being referred for and beginning psychological intervention is necessary. Specifically it is important to understand the extent that SUs feel involved in the planning of their care upon accessing psychological therapy. Furthermore, SUs’ experiences of this process could provide invaluable opportunities to refine future guidelines and best practice.

Aim
This project aimed to investigate SUs’ perspectives on the process of being offered psychological therapy. Specifically, we aimed to evaluate: (1) what SUs knew about psychological therapy before starting; (2) what information they were given; (3) where this information came from; and (4) what further information would have been helpful.

Methods
Source of sample
SUs seeing a clinical psychologist were recruited from a CMHT in East Glasgow.

Procedure
Formal ethical approval was not required; however the proposal was subject to review from clinical psychologists at the University of Glasgow. Focus groups investigated SUs’ expectations of psychological therapy, how these expectations had been met and what could be improved. Participants provided informed consent for audio recording and transcription of the session.

Analysis
Transcriptions were analysed using thematic analysis, following Braun and Clark’s (2006) protocol. Quotations are used to illustrate the key themes.
Glasgow Examples
Plain English Summaries of trainee research
Glasgow Examples

Austerity project
Small Group Exercises

• Form small groups, ensuring a mix of experience and expertise

• Part 1
  – Please discuss and write down examples of ways that programmes you are involved with create opportunities for experts by experience to contribute to research training.

• Part 2
  – Discuss and write down examples of actions that could be taken to improve the contributions of EBEs to Clinical Psychologists research training?
Feedback & Discussion
Group of Trainers in Clinical Psychology 2018 Annual Conference

Please tweet about the Conference

#GTiCP2018