Symposium 4.1: Research in community settings: underserved population groups and underrepresented nurses and midwives

Wednesday, 11th September - 15:05

Overview

Showcasing research projects that address research inclusivity in under-served populations are at the heart of this symposium. Community based nurses are also under-represented within clinical research nursing and as nurse researchers; these papers consider this from a community-based perspective and with an emphasis on specialist community public health nurses, research ambitions. The symposium brings together three interlinking papers: *i)* findings from a NIHR Nursing & Midwifery research study identifying the features for successful research-related roles in community settings. Research capacity and capability building principles framed this study and the *ii)* case study example, which showcases the 0-19 Research Network and champion programme in Yorkshire & Humber. The case study formed the basis of a *iii)* two-year evaluation led by the iHV (Institute of Health Visiting) and Leeds Beckett University. The learning from these papers have implications for practice nationally and internationally, findings are transferable and scalable.

Paper 1: The RISE study (Research In community SEttings): a NIHR Nursing & Midwifery project

Abstract ID 392

Authors

Ms. Louise Wolstenholme (Sheffield Children's NHS Foundation Trust)

Abstract

Background: 'Best research for best health'[1] outlines strategic focus areas of building capacity and capability in preventative, public health and social care research and also bringing research to underserved regions and population groups. Viewing this alongside England's Chief Nurses ambition to 'create a people-centred research environment that empowers nurses to lead, participate in, and deliver research'[2] the NIHR Nursing & Midwifery office created the RISE project 'Research In Community Settings' recognising a national and international relevance to this topic.

Aim: To identify features of successful research-related roles for nurses and midwives in community, public health, primary care and social care settings.

Methods: Stage one: a nationally distributed survey (December 2022-January 2023) to identify successful research engagement initiatives and potential interview participants for stage two. Semi-structured online interviews undertaken May-July 2023 identified features for success. The seven principles of the RCDi: research capacity development for impact framework[3] framed interview questions and the framework analysis approach utilised[4].

Results: 64 responses resulted in 34 (53%) relevant examples. A 'productive practice' definition was created identifying high, medium and low relevance. 20 responses were high category and invited to interview, 19 participated. All seven RCDi principles were identified as important for successful research-related roles; a novel theme around 'trust and relationships' emerged. The data yielded examples of specific features that related to each of the principles.

Conclusions: In planning change to enable research-related roles in community setting three phases are outlined: *initiation, continued growth, ambition continuum.* Within the initiation phase the principles of skills and confidence building, establishing infrastructures and creating research leadership matter. Followed by a phase of continuing growth through extending linkages and collaborations, to an ambition phase of dissemination, enabling research ownership and responsibilities and working towards co-production. An additional theme requiring further exploration is the importance of trust and relationships, across these three phases.

References

1.   NIHR. (2021) *Best Research for Best Health: The Next Chapter.* See: https://www.nihr.ac.uk/documents/about-us/best-research-for-best-health-the-next-chapter.pdf

2.   NHS England and NHS Improvement. (2021) *Making Research Matter Chief Nursing Officer for England's strategic plan for research.* See: http://www.england.nhs.uk/wp-content/uploads/2021/11/B0880-cno-for-englands-strategic-plan-fo-research.pdf

3.   Cooke J. (2021) Building Research Capacity for Impact on Health Services Research Partnerships International Journal of Health Policy and Management, 10(2): 93-97

4.   Ritchie, J. & Spencer, L., (1994). Qualitative data analysis for applied policy research. In B. Bryman & R. Burgess, Analyzing qualitative data. pp. 173–194

Lead presenter biography

Louise Wolstenholme

Louise is the 0-19 Research Lead at Sheffield Children's NHS Foundation Trust, she is an experienced health visitor and practice educator. She has an interest in building research capacity in community-based nursing, with a specific focus on public health research for the benefit of babies, children, young people and families. Louise undertook a secondment as a Clinical Fellow to the NIHR Nursing & Midwifery office where she led on the RISE (Research In community SEttings) project which aimed to identify the factors that enable successful research related initiatives for nurses and midwives in community settings.

Paper 2: The 0-19 Research Network: A two-year project to develop research capacity and capability of Specialist Community Public Health Nurses in Yorkshire and Humber

Abstract ID 400

Authors

Mrs. Tracey Long (Nursing and Midwifery Children's Care Group, Rotherham Doncaster and South Humber NHS Foundation Trust, Mrs. Lisa Manlove (Sheffield Childrens NHS Foundation Trust). Ms. Sinead Coleman (Leeds Beckett University)

Abstract

England's Chief Nurse launched a strategic plan for research, one of the five themes underpinning the vision was 'aligning nurse-led research with public need'[1]. Health Visitors and School Nurses deliver within 0-19 Services and their population group (babies, children, young people & families) are underrepresented within public health research. Also nurses in community settings cannot always see what a route into research looks like. This has relevance at a national and international level. Considering this and a 'Best research for best health' strategic focus 'to strengthen careers for research

delivery staff and under-represented disciplines and specialisms', the 0-19 Research Network undertook an ambitious LCRN funded project (March 2022-March 2024).

With a membership base of 200 practitioners and researchers, within Yorkshire and Humber, the Network created two core aims:

1. To support and increase the participation and recruitment of children and families in public health research, with a focus on those underserved populations (delivery)

2. To increase research engagement and capacity of public health professionals working with the 0-19 age group (capacity building).

Originally established in 2013 the Network has been guided by 'close to practice approaches'[2] and more recently the principles of the RCDi: research capacity development for impact framework[3]. Bearing this and the core aims in mind, the new project devised objectives to build research capacity and capability:

1.Create 0-19 Research Champions to establish local Communities of Research Practice

2.Facilitate regional events creating networking opportunities

3.Engage with regional Higher Education Institutes

4.Develop a sustainable prototype model based on an evaluation of the Network

5.Develop web presence to increase visibility and dissemination

6.Develop a project planning group

This paper will demonstrate how a Network led by practice, is developing a culture of research and research infrastructure and making a difference in the world of public health nursing and how that learning can be shared nationally and beyond.

References

1.   CNO For England strategic plan for research (2021) *Making Research Matter* https://www.england.nhs.uk/wp-content/uploads/2021/11/B0880-cno-for-englands-strategic-plan-fo-research.pdf

2.   Wolstenholme, L., Cooke, J., Manlove, L., & Long T. (2022). A new vision for research, *Community Practitioner*, March/April, pages 44-47

3.   Cooke J. (2021) Building Research Capacity for Impact on Health Services Research Partnerships International Journal of Health Policy and Management, 10(2): 93-97

Lead presenter biography

Tracey Long

Tracey is invested in research; values close to practice research undertaken by clinicians and strives to support learners and practitioners interested in research. During extensive, Health Visiting experience, Tracey supported practitioners through Communities of Practice, established initially for newly qualified health visitors during preceptorship.

The remit of her role is to build research capacity and capability. This includes co-leading/facilitating the Yorkshire and Humber 0-19 Research Network (research network for Health Visiting and School Nurses)

and the Children's Care Group, Community of Research Practice, alongside other local, regional, and national priorities. Tracey's PhD is exploring transition to adoptive parenthood.

Paper 3: Evaluation of a 0-19 Research Network and a champion programme

Abstract ID 435

Authors

Ms. Gill Kelly, (Leeds Beckett University), Ms. Vicky Gilroy (Institute of Health Visiting)

Abstract

A key component of a regionally funded LCRN project was the mixed methods evaluation that would enable shared learning around Network and champion programmes, at a national and international level.

Between 2022 and 2024, the project involved the design and delivery of research network activity, research events and a programme to support individual practitioners to develop as 0-19 Research Champions, taking a lead role in establishing and developing a Community of Research Practice (CoRP) in their 0-19 (health visiting and school nursing) service. To help consider the most appropriate methods for evaluating the project, a logic model[1] was developed to plan the work around three interlocking phases; ethical approval was granted by Leeds Beckett University (ref: 102422).

Phase 1 involved the initial design, scoping and baseline data collection. Survey questionnaires were sent to members of the 0-19 Research Network, seeking to understand the range of professional representation in the network membership; the survey was designed to explore their knowledge of, and participation in research within their health visiting and school nursing practice. 0-19 Service Leads were also targeted to maximise knowledge and understanding of this as a focussed skillset within the 0-19 workforce.

During phase 2, the evaluation method focussed on data collection and the deliverable elements of the project, involving feedback from face-to-face network events which sought to engage with network participants and subsequently, Research Champions, to explore the development of knowledge, competence, and capability during the project[2]. This data was then triangulated using semi-structured interviews and a final focus group with the Research Champions.

Phase 3 involved thematic analysis of data and final reporting stage.

The evaluation highlighted that the network successfully supports research engagement and research capacity. The project delivered a successful outcome of trained Research Champions and the establishment of six new Communities of Research Practice; all champions reported increased confidence and skills in research.

References

[1]Kellogg Foundation (2004) Logic Model Development Guide. https://wkkf.issuelab.org/resource/logic-model-development-guide.html

[2]Michie S. (2014) Implementation science: understanding behaviour change and maintenance. BMC Health Serv Res. Jul 7;14 (Suppl 2):O9. doi: 10.1186/1472-6963-14-S2-O9. PMCID: PMC4122914

Lead presenter biography

Gill Kelly

Gill is an experienced public health practitioner and Health Visitor. With an early career researcher profile in her academic role, she contributes to increasing research capability as an MSc supervisor and building research capacity as a member of the 0-19 Research Network project team. She has an interest in the unique contribution of the health visitor to whole systems approaches in public health, and her research collaborations include the Obesity Institute (Leeds Beckett University) and the Institute of Health Visiting (iHV). Gill's doctoral research aims to explore health visitor experiences of transitions in public health practice, using professional narratives.