



Champs
Public Health
Collaborative

Welcome to Cheshire and Merseyside's public health research hub workshop

#CMPHCollaborativeResearchHub

Working together to improve health and
wellbeing in Cheshire and Merseyside

7th June 2023



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Welcome and introduction

Dr Ifeoma Onyia, Director of Public Health, Halton and Lead
Director of Public Health for Research in Cheshire and Merseyside

Working together to improve health and
wellbeing in Cheshire and Merseyside



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Agenda for today

Session 1 - Welcome and introduction by Dr Ifeoma Onyia

Session 2 – Investigating research capacity in public health from an academic view - Lisa Jones & Dr Gillian Hutcheon, Liverpool John Moores University

Session 3 – Engaging communities in public health research - Dr Jo-Anne Puddephatt, Edgehill University

Session 5 - Feedback from breakout rooms, actions and next steps

Working together to improve health and wellbeing in Cheshire and Merseyside



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**Lisa Jones, Public Health Institute,
Liverpool John Moores University**

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Public health research The academic view

Lisa Jones, Reader in Public Health
Public Health Institute, LJMU

About me

- Reader in Public Health
- Expertise in systematic reviews and other types of evidence synthesis
- Teach research methods and critical appraisal skills
- Interested in evidence use in public health decision making

Public health research at LJMU

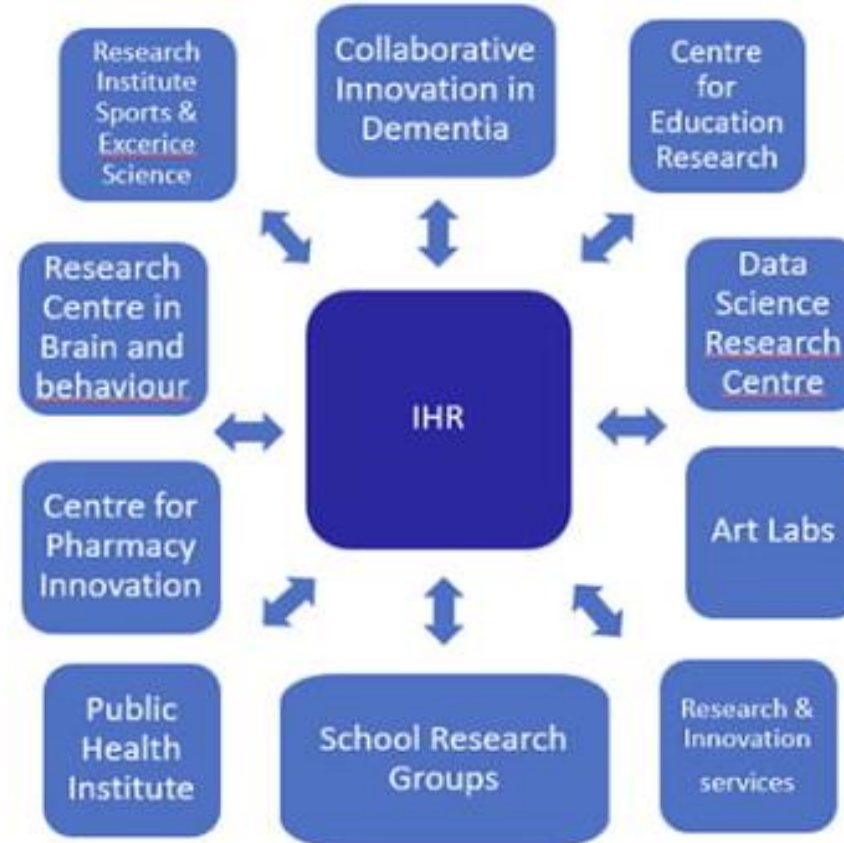
- Research focused institute
- Address health issues at all levels from policy development to service delivery
- Key achievements:
 - Integrated Monitoring System
 - World Health Organization Collaborating Centre for Violence Prevention

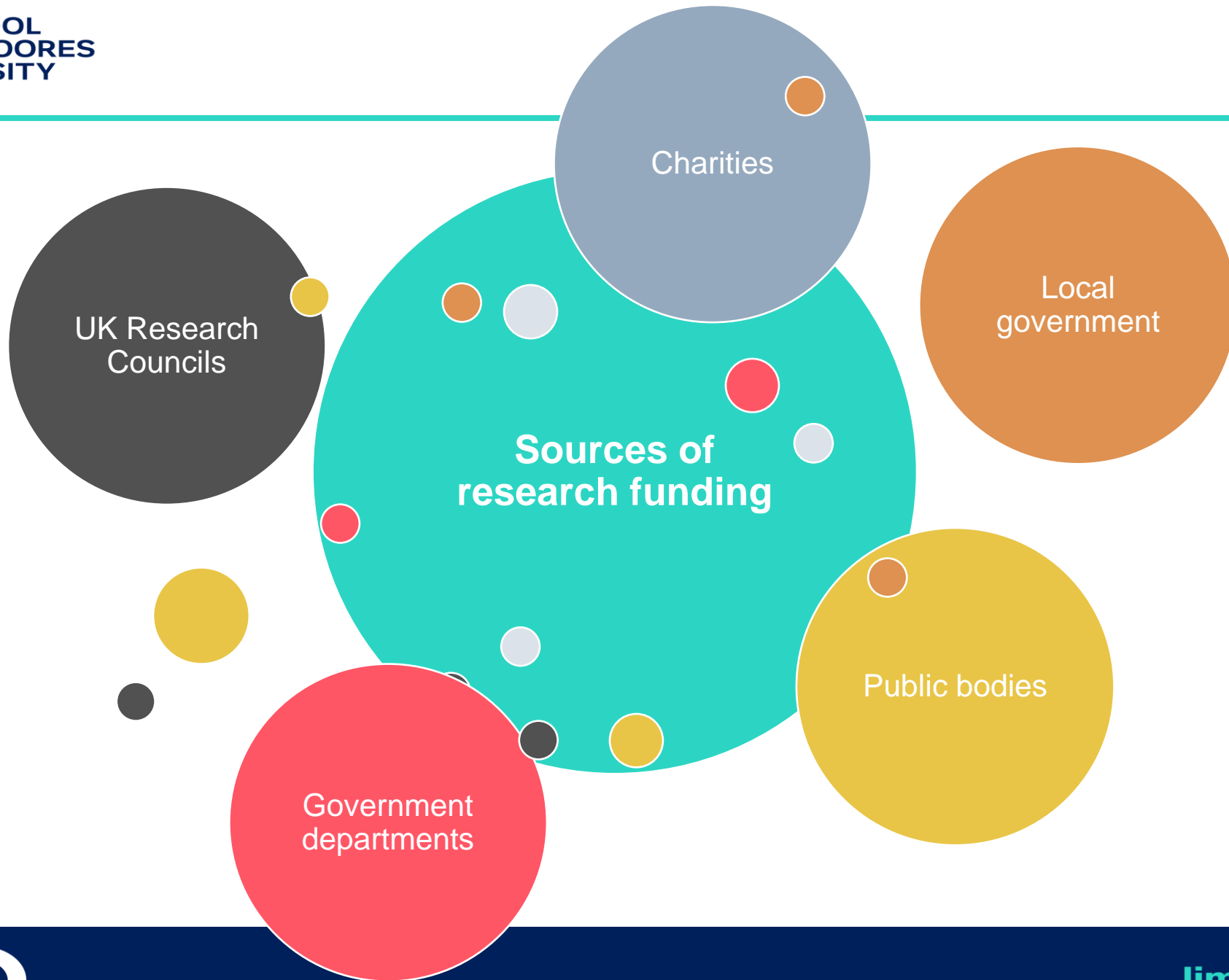
PHI | Public
Health
Institute
LIVERPOOL JOHN MOORES UNIVERSITY

Public health research at LJMU

Institute for Health Research

- Hub for all LJMU health research
- Supports knowledge transfer and collaborative partnerships

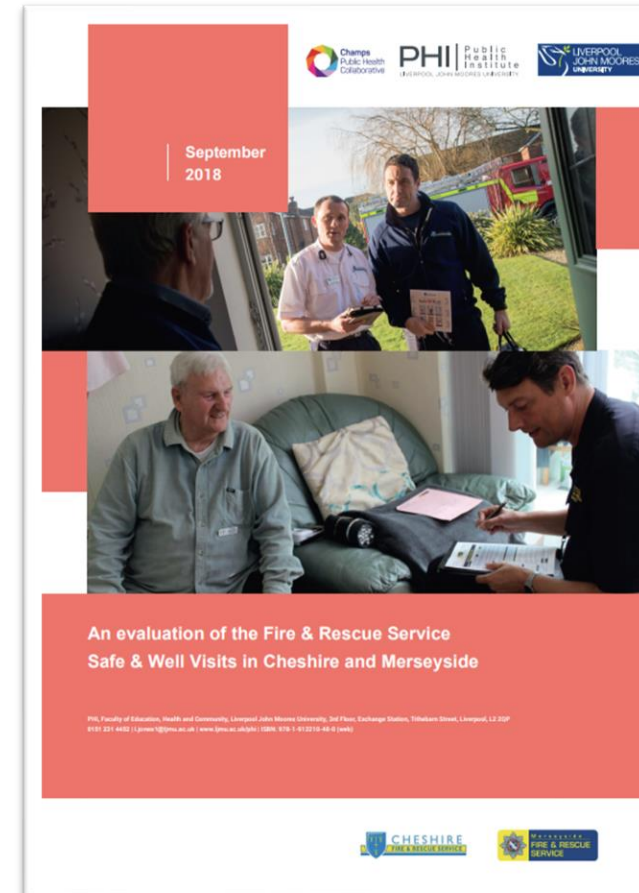






Champs Intelligence & Evidence Service

- Commissioned service from 2015 to 2021
- Provided high quality research in response to collaborative priorities
- Facilitated collaborative links



The academic and practice/policy gap

Perspectives

Bridging the academic and practice/policy gap in public health: perspectives from Scotland and Canada

J. McAteer¹, E. Di Ruggiero², A. Fraser³, J. W. Frank⁴

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ABSTRACT

This article presents a critical commentary of specific organizational models and practices for bridging ‘the gap’ between public health research and policy and practice. The authors draw on personal experiences of such models in addition to the wider knowledge translation and exchange literature to reflect on their strengths and weaknesses as implemented in Scotland and Canada since the early 1990s.

Keywords organizations, public health, research

Background and rationale

The challenge of bringing health research findings to bear on relevant professional practices and public policies in areas such as public health is well documented.¹ Prodigious growth has occurred within the ‘knowledge translation and exchange’ (KTE) field over the last 2 decades, starting in health services research,² moving steadily through ‘evidence-based medicine’ driven by clinical research³ and more recently via an analogous thrust in population and public

policy and practice community. More widely, only around half of public health programmes and policies are reported as evidence based in the USA and the UK.^{6,7} Certainly, much work has been conducted recently in relation to this particular issue.^{8,9}

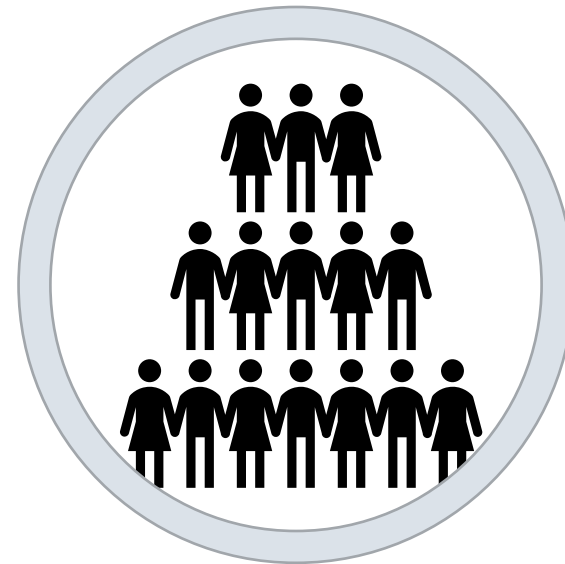
This paper presents a critical commentary of specific organizational models and practices for facilitating collaborative partnerships between research, policy and practice in an effort to bridge the gap,¹⁰ drawing on the experiences of the authors in two countries: Scotland and Canada. (The authors

The academic and practice/policy gap

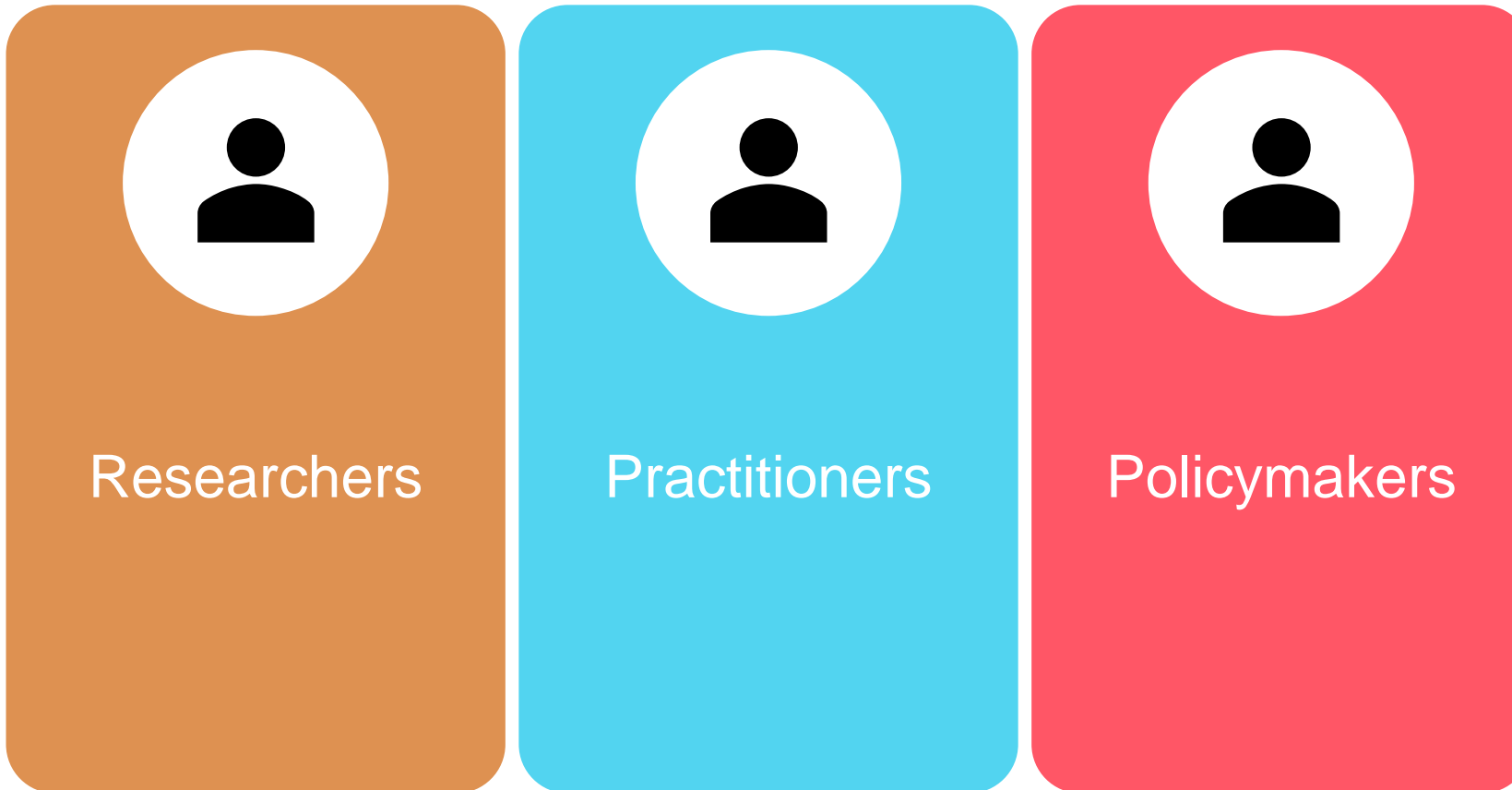
- Challenges of scope and scale
- ‘Evidence-based’ not as straightforward for public health compared to medicine



vs.



The academic and practice/policy gap



Why bridge the gap?

“Research helps build a strong evidence base for Local Authorities to make the best decisions in designing, commissioning and delivering services in the interests of local people”

National Institute for Health and Care Research

How to overcome the gap?



Centres with a core purpose to bridge the gap



Research centres with a mandate to broker



On the job research training for PH professionals



Provision of honorary contracts (both ways)



Specific KTE strategies to increase joint working



Centres with a core purpose to bridge the gap



Research centres with a mandate to broker



On the job research training for PH professionals



Provision of honorary contracts (both ways)



Specific KTE strategies to increase joint working



- Centre for Translational Research in Public Health
- Virtual centre operating across 5 universities in the North East
- Connected with partners from across all sectors
- AskFuse service helps policy and practice partners with their queries

How AskFuse can help you

What is the evidence base for
..... ?

Reviewing and summarising
existing research to answer
your questions

What is our own evidence
telling us?

Analysing and interpreting
your data

How can we develop joint
research agendas to meet
practice needs?

How can AskFuse and our
organisation co-facilitate a
learning event?

How can we apply and use
the learning from
programmes that we have
developed?

Did the new intervention that
we developed work?

Undertaking rapid evaluation
of services and projects

How can we measure and
keep track of a new
programme we are
developing?

Undertaking full evaluations of
effectiveness and developing
larger scale projects with
external funding





Centres with a core purpose to bridge the gap



Research centres with a mandate to broker



On the job research training for PH professionals



Provision of honorary contracts (both ways)



Specific KTE strategies to increase joint working

NIHR training opportunities

- Local Authority Short Placement Award for Research Collaboration
- Local Authority Academic Fellowship Programme
 - Pre-Doctoral LA Fellowship
 - Doctoral LA Fellowship
 - Advanced LA Fellowship



Centres with a core purpose to bridge the gap



Research centres with a mandate to broker



On the job research training for PH professionals



Provision of honorary contracts (both ways)



Specific KTE strategies to increase joint working



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On the job research training for PH professionals

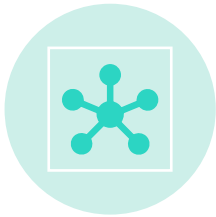


Provision of honorary contracts (both ways)



Specific knowledge transfer & exchange strategies to increase joint working

Knowledge transfer and exchange



Building networks and relationships



Building engagement into the academic research process



Enhancing capacity to use research



Communicating findings through user-friendly products

Your thoughts?

1. What are the **top 3 ways** that the Universities in the region could support public health research outside of academia?
2. What examples do you have of partnerships with Universities, research teams or individual researchers that **have worked well to support you** to be involved with, or carry out research?

Thank you!

Email: l.jones1@ljmu.ac.uk



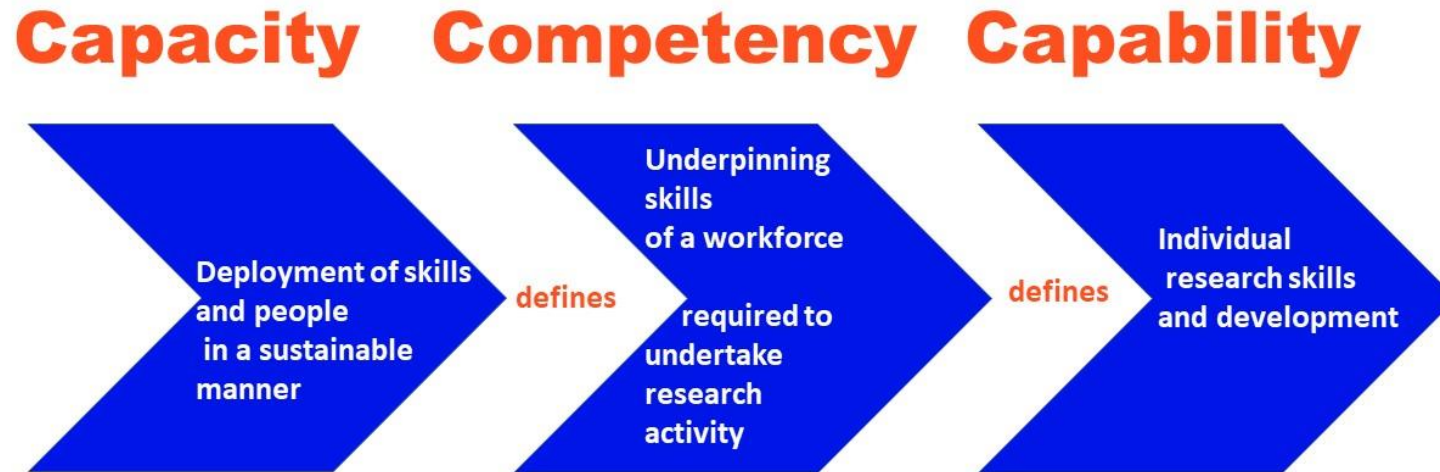
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Dr Gillian Hutcheon, Liverpool John Moores University

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Understanding, Building and Evaluating Research Capacity and Culture in Health and Social Care



Prof. Gillian Hutcheon, Liverpool John Moores University
G.A.Hutcheon@ljmu.ac.uk

Understanding Research Capacity & Culture (RCC)

- What is the current level of research expertise and activity?
- What are the existing relationships between senior managers, practitioners, academics, community groups and the public?
 - How can they better support each other to co-design relevant research projects?
 - How can we increase collaboration?
- What does research mean to different people?
 - Evidence-based research / research into practice
 - Research literacy
 - 'Speaking the same language'
- What does the current research capacity and culture look like?
 - How do we measure this?
 - How do we know if RCC is improving?

LJMU RCC Research



LIVERPOOL JOHN MOORES UNIVERSITY

NHS RESEARCH WORKFORCE SURVEY CHESHIRE AND MERSEYSIDE 2023

This survey is for you if you are a researcher or non-research active

Open to:

- ✓ Doctors
- ✓ Nurses
- ✓ AHPs
- ✓ Data Analysts
- ✓ Managers
- ✓ Scientists
- ✓ Pharmacists
- ✓ Midwives

CALLING ALL HEALTHCARE PROFESSIONALS

Whether you are:
An active researcher,
new to research,
interested or a supporter.

Follow the link or scan the QR code.
ljmu.onlinesurveys.ac.uk/rcc-nhsliverpool

Why take part?

- Improve knowledge of NHS research activity
- Help us understand support for research
- Support more inclusive & diverse research
- Inform a future programme for researcher development
- Increase the number of staff supported to undertake research
- Improve research engagement

Contact: GA.Hutcheon@ljmu.ac.uk
or S.A.Smith@ljmu.ac.uk

- Understand how NHS staff perceive research capacity and culture across a range of disciplines in different hospital trusts
- Enable trusts and the whole system to understand how best to embed a culture of research and build research capacity.
- Enable organisations and team leaders to better understand what action is required to improve research culture, identify the required skill development, better support researchers and drive motivation for research

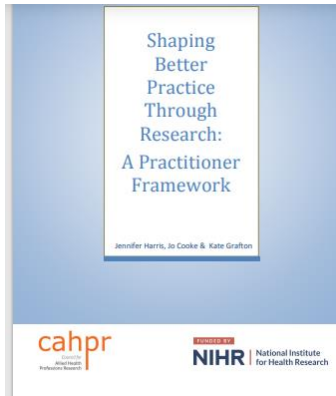


all of which will support future research capacity building and lead to improvements in healthcare services.

- Self-reported perceptions of RCC across
 - Organisation
 - Team
 - Individual
- Focus groups / Interviews
 - What does research mean to you within your organisation and how could it improve?
- **Extend into primary, community and public health and social care settings**

AHP Practitioner Framework

Jennifer Harris, Jo Cooke & Kate Grafton
<https://cahpr.csp.org.uk/documents/cahpr-research-practitioners-framework>



Competency levels

8 domains

	<i>Career development</i>
	<i>Research methodology and methods</i>
	<i>Research delivery</i>
	<i>Research-informed practice, dissemination and impact</i>
	<i>Working with others and collaborating in research</i>
	<i>Research education and training</i>
	<i>Research management and leadership</i>
	<i>Research strategy and planning</i>

<i>Awareness</i>	<i>Awareness of the applied research context and who/where to go to if xyz happens. Demonstrate understanding of how your work fits within this context.</i>	<i>e.g. Junior Practitioner</i>
<i>Core</i>	<i>Have working knowledge and skill within your working area. i.e. not assumed to be transferrable; can be learnt even if technically tricky where the context is predictable. Able to support Awareness level. Work under guidance and within defined parameters and make judgements between a predefined range of options.</i>	<i>e.g. Established Practitioner</i>
<i>Intermediate</i>	<i>Able to transfer/adapt knowledge and skill to different areas/topics that may be unpredictable. Able to support the Core and Awareness levels. Prioritises own work/activities, demonstrates experience of working in a complex environment and shows creativity in developing solutions by determining the options.</i>	<i>e.g. Clinical Researcher Advanced Clinical Practitioner Advanced Specialist Practitioners</i>
<i>Advanced</i>	<i>Able to apply knowledge and skill in highly complex and unpredictable research areas and contexts. Able to support all other levels. Provides leadership and takes overall responsibility, making complex or highly complex judgements. Conceives, designs develops and adapts solutions through critical analysis, evaluation and synthesis.</i>	<i>Advanced Specialist Practitioners Consultant Practitioner Professor of Clinical Research/ Practice</i>

Example from Research skills and knowledge framework

A. Translation of knowledge into practice	Entry Level
Uses evidence-informed approaches and a range of evidence sources including research, scholarship and continuing professional development to inform practice	Awareness
Uses Critically appraised evidence to address problems and issues arising in practice	Awareness
Critiques / evaluates local practice using a range of techniques including standardised tools / measures and innovative methodologies	Awareness
Communicates relevance of research findings and best practice to colleagues, advocacy groups and wider community	Core
Promotes evidence-based practice to improve service user outcome, patient experience and organisation culture	Core
Works with stakeholders, including patients and members of the public to co-produce outputs that are useful to them e.g. check lists, training materials, decision aids, Patient Reported Outcome Measures	Intermediate

Framework for Research Capacity Building in Public Health & Social Care

- Value of Research
- Research skills development
- Research training / career pathways
- Dedicated time
- Integrated teams
- PPIE
- Inclusivity
- Closer academic relationships
- Cross sector collaborations
- Ability to prioritise
- Infrastructure / resources



Greater evidence based decision making

Toolkit for Research Development

What do we need a toolkit for?

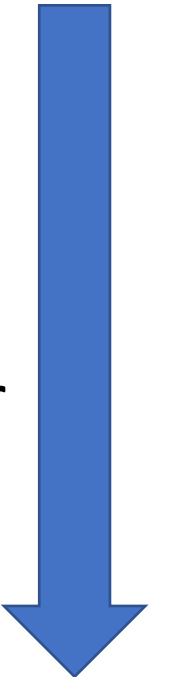
- Support the Framework
- Supports people at different levels from awareness to advanced
- Will enable researchers* to:
 - access relevant training
 - develop appropriate research expertise
 - develop leadership skills
 - Use research within their practice
 - Make evidence based decisions

* includes managers, practitioners, public advisors etc.

Current Activity

- With **Dr Priyanka Vasantavada** (Research Practitioner in Public Health Oxford County Council)
 - Seeking funding for fellowship to support this piece of work
 - Working with current and potential HRDCs
- Adapting RCC survey for public health and social care (plus wider LA/LCC remits)
- Focus groups to better understand current situation and what staff want in term of RCB
- Co-development of researcher framework adapting AHP practitioner framework
- Creation of a toolkit to support researcher development

workplan



Interested?

- In the research?
- In being part of a focus group?
- Using the survey (when developed) in your organisation?

- Please get in touch
 - G.A.Hutcheon@LJMU.ac.uk

- We may host a meeting/workshop on this at LJMU in Autumn/Winter 2023



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Dr Jo-Anne-Puddephatt, Edge Hill University

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Engaging Communities in Public Health Research

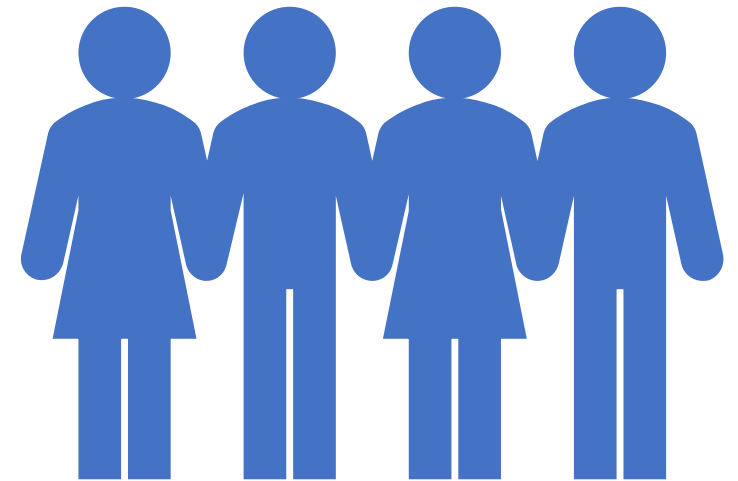
Dr Jo-Anne Puddephatt, Lecturer in Psychology, Edge Hill University

jo-anne.puddephatt@edgehill.ac.uk

 @JoPuddephatt



**Edge Hill
University**





Overview of talk

- My research and research at Edge Hill University
- Traditional approaches to conducting research
- Approaches to identifying needs of communities
- How can we involve people in research
- Roles of people in research
- Next steps for my research



My research

- Academic/researcher
- Previously worked in secondary mental healthcare and third sector
- Interested in co-occurring alcohol and mental health problems and inequalities
- Mixed-methods
 - Secondary data, interviews, focus groups
- Worked collaboratively with people with lived experience and local organisations
 - Interested in co-producing research around alcohol, mental health




Research at Edge Hill University

- Research groups based on different topics
 1. Substance use and appetite
 2. BabyLab
 3. Cancer and chronic conditions
 4. Neurodiversity
 5. The sensing brain
 6. The ageing brain
 7. Education and learning
 8. Social cognition and communication
- <https://www.edgehill.ac.uk/departments/academic/psychology/research/>



Traditional approaches in conducting research

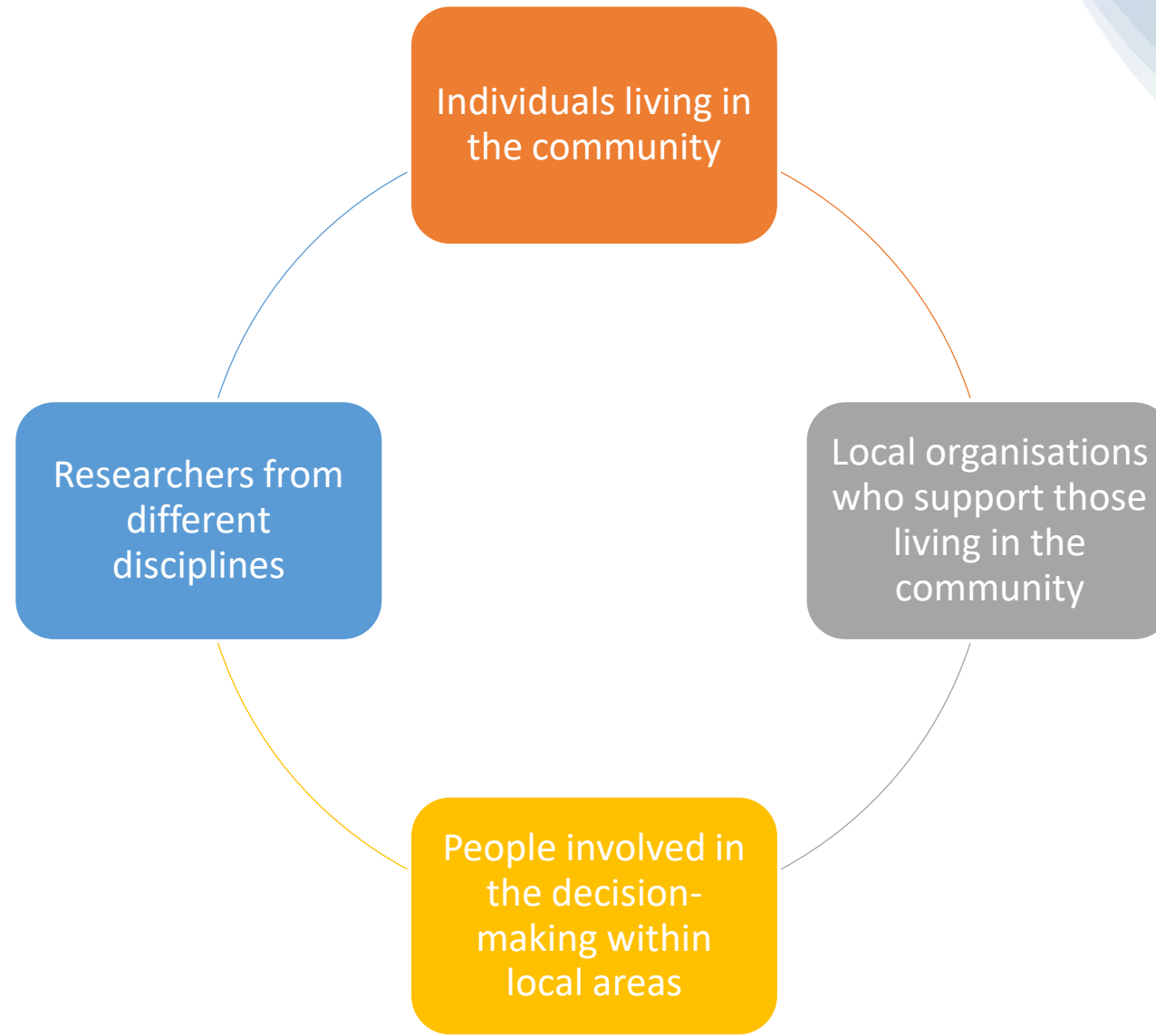
- Research has traditionally been developed through a combination of observation and theory
- Either use observation and theory to guide research design or test it
- Aim is to generate knowledge



Problems with traditional approaches

- Reliance on previous research being published or openly available
- Funding can be wasted
 - Poorly designed research
 - Findings not published
- Fails to take into account local priorities and perspectives
 - Needs and issues can be context-specific
 - Differ depending on the communities of interest
- In my earlier research, I was not considering other factors that people with lived experience faced which had led to declines in their mental health

How can research better identify the needs of communities?



Examples of research methods to identify needs of communities

Workshops

Things to consider when engaging communities in research

- Short-term and long-term goals of engagement

Example of engaging communities in research



Challenges

- Recruiting enough people to form a group
- Funding to facilitate meetings
- Maintaining a long-term relationship
 - Personal circumstances may change
 - Updates may not be as regular as desired



How can we involve
people in research?

Consultation

- Ask members of the public for their views
- Use feedback to inform decision making

Example

- Funded by the Medical Research Council
- Recruited veterans through Royal British Legion
- Ran focus groups to provide feedback on the development of a mobile intervention
- Feedback led to changes in the design of the intervention
- Findings published in an open-access journal



Leightley, D., Puddephatt, J. A., Jones, N., Mahmoodi, T., Chui, Z., Field, M., ... & Goodwin, L. (2018). A smartphone app and personalized text messaging framework (InDEX) to monitor and reduce alcohol use in ex-serving personnel: development and feasibility study. *JMIR mHealth and uHealth*, 6(9), e10074.

Puddephatt, J. A., Leightley, D., Palmer, L., Jones, N., Mahmoodi, T., Drummond, C., ... & Goodwin, L. (2019). A qualitative evaluation of the acceptability of a tailored smartphone alcohol intervention for a military population: Information About Drinking for Ex-Serving Personnel (InDEX) app. *JMIR mHealth and uHealth*, 7(5), e12267.



Collaboration

- On-going partnership where decisions about the research are shared
- Approach can be used at any stage of the research process

Example

- PhD involved a public and participatory involvement group and stakeholder groups
- Identified the need to consider medication use, social support and neighbourhood deprivation
- Involved in the interpretation of all findings

Puddephatt, J. A., Irizar, P., Jones, A., Gage, S. H., & Goodwin, L. (2022). Associations of common mental disorder with alcohol use in the adult general population: a systematic review and meta-analysis. *Addiction*, *117*(6), 1543-1572.

Puddephatt, J. A., Jones, A., Gage, S. H., Fear, N. T., Field, M., McManus, S., ... & Goodwin, L. (2021). Associations of alcohol use, mental health and socioeconomic status in England: findings from a representative population survey. *Drug and alcohol dependence*, *219*, 108463.

Puddephatt, J. A., Jones, A., Gage, S. H. & Goodwin, L. (under review). Socioeconomic status, alcohol use and the role of social support and neighbourhood disadvantage among people with a mental health problem: a cross sectional study. *Social Psychiatry and Psychiatric Epidemiology*.



Co-production

- Working together with shared power and responsibility throughout the research process
 - Those most affected by issues (communities) are best placed to design research with the support of others
 - Making sure that all members are enabled to carry out different responsibilities
-
- I am currently working on funding applications to facilitate the development of working groups of people with direct or indirect experience with alcohol problems

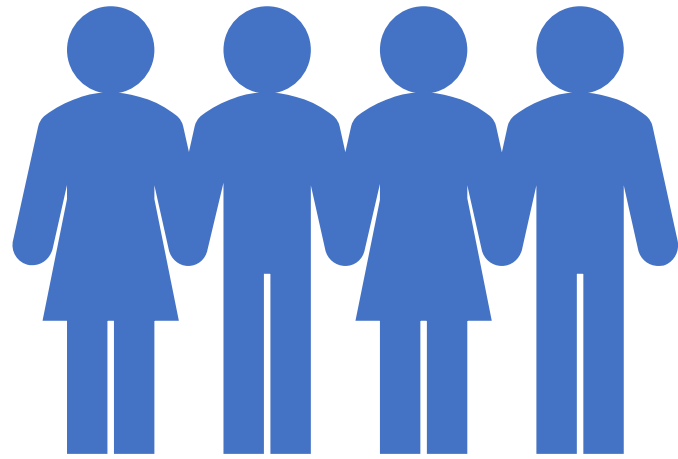
Who is involved in the research, and what is their role?





People living in local communities

- Highlight issues which may differ across groups living in the same community
 - Including accessing and using different services
- Alcohol Change UK funded project
 - Involved working with minority ethnic groups to understand the patterns of drinking and poor mental health
 - Vital in providing an insight into experiences of minority ethnic groups and helped design studies that involved interviewing NHS staff



People from organisations who provide services to those living in communities

- Highlight services currently available to communities and providing information on the issues their service users and staff experience
- Alcohol Change UK funded project
 - Organisations from stakeholder group confirmed our findings on how common alcohol use and mental health was among minority ethnic groups who present to their services

People involved in the decision-making and allocation of funding



- Provide an insight on where priorities are and how funding is allocated
- Particularly useful in the development of the research proposal and dissemination of findings

Academics and researchers

- Have expertise in methodology, knowledge of previous research and theory
- Able to contribute towards research design, data collection, analysis, and dissemination
- Society for the Study of Addiction funded PhD
 - Stakeholder group involved academics and researchers
 - Helped to identify reports and large-surveys which were subsequently used in research projects



Next steps for my own research

Build long-term
networks

Co-develop
funding
applications

Co-develop
research which
focus on real-life
issues

Thank you

Any questions?



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Break out groups

Group 1 - What challenges and benefits can you think of when conducting research with academics and other organisations?

Group 2 - What can researchers and local authorities do to make sure that research is done collaboratively and effectively?

Feedback Question for both groups: What are the top 3 ways that the universities in the region could support public health research outside of academia?

Working together to improve health and wellbeing in Cheshire and Merseyside



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Thanks for attending today's event

For more information, contact

steve.peters@halton.gov.uk or

champscommunications@wirral.gov.uk

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