# RESEARCH IMPACT AND ENGAGEMENT SEMINAR

Enabling the participation of children and young people with cerebral palsy in adapted cycling research 2009-2012



Dawn Pickering and Karen Visser

School of Healthcare Sciences



### NIHR, 2014

#### How to incorporate patient and public involvement in the research process

#### MONITORING & EVALUATION

#### Patients and the public can

- Have continued involvement with the study. to maintain focus and address issues as they arise.
- Collaborate with researchers to evaluate the research process.
- . Reflection their role and what they have learned.

#### IMPLEMENTATION

#### Patients and the nublic can

- Findresse the likelihood that rejusts of research are implemented, by adding which to the findings.
- Develop patient information for new services /. interventions within hospitals, GPs surgeries etc.

#### DISSEMINATION

#### Patients and the public can

- Advise on different avenues for
- disseminating results.
- . Jointly present the findings with researchers.
- Write information for local patient groups /
- Assist in gotting results / findings published on charities / voluntary organisations website
- . He p distribute results within their informal networks.
- Produce summeries of findings.

#### ANALYSING & INTERPRETING

#### Patients and the public can

- · Assist the research team in developing theme: from data.
- · So consulted to see if they understand and interpret data in the same way as the research team.

#### **IDENTIFYING & PRIORITISING**

#### Petients and the public can

- Through tixel user groups and organisations help inform research promities
- \* Bt consulted about research topics and priorities, important to them asservice users
- Collaborate with researchers to locality topics.
- Identify topics for research themselves

#### DESIGN

#### Patients and the public can

- . Inform the design of the research study
- Clarify the research question and affirm its importance.
- . Ensure the methods selected are appropriate for patients.
- Assist in creation a recruitment strategy.
- Review and contract on proposed questionnaires and data collection methods.

#### DEVELOPMENT OF THE GRANT PROPOSAL

#### Patients and the public can

- Help to ensure that the research proposed and chosen methods are ethical.
- Inform areas where patients and the public could be involved.
- Provide angoing advice on whom patients and the public. could be involved.
- · Define outcome measures.
- Advise on the accorpriateness of the Lay Summary.
- Raise awareness about costs of involvement, expenses and prompt researchers to cost for involvement.
- . Bainamed as co-applicants.

#### UNDERTAKING / MANAGING

#### Setting up a steering group to manage / monitor the research

#### Patients and the public can

- \* Steer the project throughout the research process.
- Assist in writing the patient information and consent forms
- Aid in designing the detailed protocol.
- · Produce research updates that are patient friendly.
- · Can assist in conducting interviews and surveys



# Ethics of research with disabled children

 United Nations Convention on the Rights of the Child (United Nations, 1989)

### **Articles:**

- 12 'rights of children to participate'
- 23 'children with a disability should have special care and support so they can lead full and independent lives'
- 24 'right to best quality health and healthcare
- 31 'children have a right to relax, play and join in a wide range of activities'



# Children and Young people's Participation Standards for Wales (2007)



### We will:

listen to your ideas, views and experiences

take you seriously and treat you fairly

work with you to do something about the things you tell us are important

work with you to help change things for the better

## Roger Hart's Ladder of Young People's Participation



Rung 8: Young people & adults share decision-making

Rung 7:Young people lead & initiate action

Rung 6: Adult-initiated, shared decisions with young people

Rung 5: Young people consulted and informed

Rung 4: Young people assigned and informed

Rung 3: Young people tokenized\*

Rung 2: Young people are decoration\*

Rung 1: Young people are manipulated\*

> Note: Hart explains that the last three rungs are non-participation

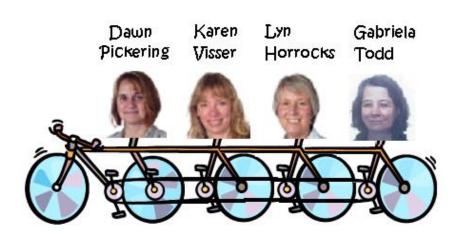
Adapted from Hart, R. (1992). Children's Participation from Tokenism to Citizenship.

Florence: UNICEF Innocenti Research Centre.



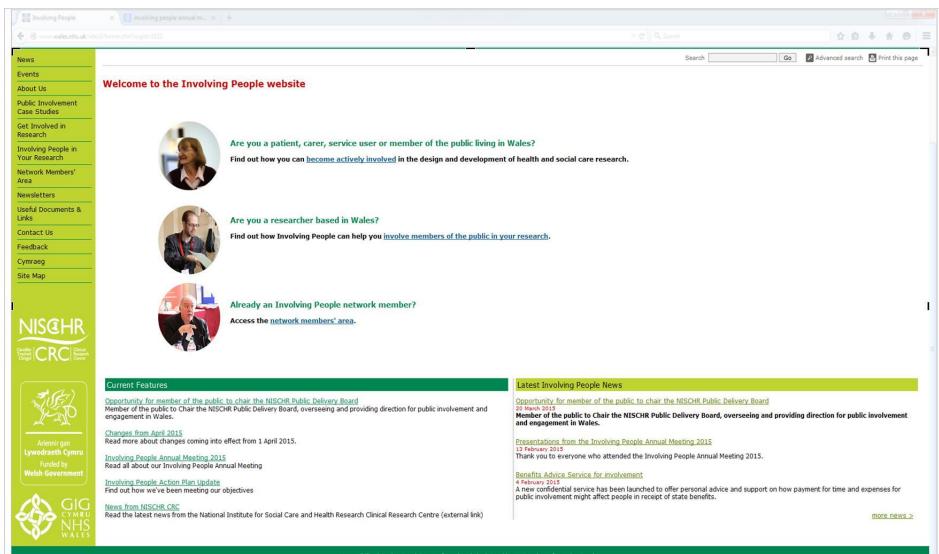
## Reflections from experience

- Assist in reviewing the patient information and consent forms.
- INVOLVE
- Further consultation





# Involving People – Scoping exercise





## Parent contributions

- Feedback and suggestions provided greater clarification for parents and children regarding what we were trying to find out
- Greater accessibility to researchers e.g. "you can see more about us on our web site: provision of web address"
- Increased conciseness and relevance of information presented e.g.
   "Reduce information on measuring as you will guide them through this on your visits"; How can my child take part "just leave it at 1 point"
- Simpler language —"we will observe the data protection act"; "any worries you can contact..."
- Simplification of flow diagrams regarding participation if you say "no"; if you say "yes"

## Co-production Result!



- Information more comprehensive
- Yet simplified
- Greater relevance
- Greater conciseness
- Increased lay terminology in presentation
- Greater accessibility for parents and children
- Greater accessibility for researchers
- Increased collaboration and confidence

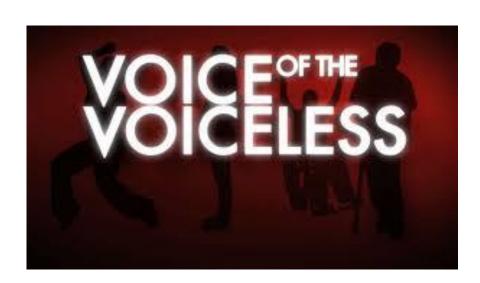
## Co-production increased coproduction

- The snowball effect!
- Collaboration and networking
- Translated into Urdu
- Translated into Welsh





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# Children's story book





## Co-production presentation, 2014





## Race Running



International Athletics stadium, Fridays 5-7pm





## 'VOCAL' study

- Consultation
- Participant Information Sheets
- Consent form
- Pilot methods

For more information contact Dawn Pickering, Senior Lecturer, SOHCS: <a href="mailto:pickeringdm@cf.ac.uk">pickeringdm@cf.ac.uk</a>