

SPCR PPIE placement project 2022-2023

Name + email supervisor:

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Location:

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Proposed start date and duration of the placement:

Late August 2022 with 3-4 months duration

Name project:

Parent/carer involvement and engagement on research around excessive infant crying

Summary of the research the placement project is linked to:

This project is linked to two research grants at different stages:

- SPCR1-IV Parental perceptions, experiences, and help-seeking behaviour for common infant symptoms: qualitative interview study. By September/October we will have nearly completed data analysis and would like to discuss interpreting and implementing the findings with public contributors from diverse backgrounds.
- Programme Grant application to develop interventions to support parents/carers and HCPs to manage excessive infant crying. By September/October we will be preparing to either resubmit a Stage 1 application or to submit a Stage 2 application and will seek extensive public involvement to inform the research design and strengthen the application.

We intend to join a group of parents/carers where they regularly meet, i.e. a local children's centre, in order to gain their feedback and views on this research agenda. This involvement will complement that of experienced public contributors who are members of the research team. A member of the research team, (researcher or public contributor) from the research team, will join PPI officer Sonia Newman in attending the centre.

Description of the placement project:

The 'Finding Out Together' (FOT) team have established relationships with a local Sure Start centre and its community which began shortly before Covid in 2019/20. One key aim of the FOT team has been to build long term sustainable relationships with underserved communities. One of the strengths of our FOT team is that we have some core members and some members who are with us for a short time – 'passing through'. We have developed an innovative model for engaging underserved communities in research. Using the 'food for thoughts' model we provide a space for researchers to engage with those who would not normally get involved in research, in ways that they can understand; through food, conversation and craft at a local Sure Start centre.

The Listening Café provides this space and is simply a way for us to help and support researchers to come into the community and do this, which we do in partnership with the Sure Start team. The first Listening Café featured the topic of Mental Distress and it was delivered over 4 weekly sessions. Sure Start staff invited 10 vulnerable parents from their community groups and provided a free fully staffed creche to run alongside and access to a generous room, equipment and kitchen facilities. This next Listening Café will feature the topic of Infant Crying and will be delivered over 3 weekly sessions. One key aim of the Listening Café is to provide opportunities for those who would not normally get involved in research; to have a voice, be heard and to feel that they've been involved in something meaningful. The FOT team have an expectation that researcher/s return to provide a 'feedback session' to share with the group how their involvement has helped make a difference. It is more likely that the feedback session for the Infant Crying project will take place sometime next Spring. The Listening Café sessions are informal lasting 2 hours and require an hour set up and an hour given to clearing away and debrief with the FOT team after. Food will be on the table at the start with hot/cold drinks. After introductions, welcome or recap, we eat whilst a researcher prompts focussed conversation. A 'comfort break' is offered at some point, then we regroup for desert and craft activity with further focussed conversation prompts. Parents are asked to complete an evaluation form at the end of each session.

The outputs aimed for during the placement:

Resourcing this type of engagement is a challenge. It requires time, energy and commitment as well as a genuine interest. Our outputs are to (1) continue building relationships with the community and to promote and encourage more researchers to engage with underserved communities, and (2) ensure involvement from a diverse range of parents/carers about the direction of this programme of research to ensure it is meaningful to them. We anticipate that this experience will be valuable to any trainee wishing to engage with underserved communities, inspiring a new way of doing PPI and an appreciation of the efforts in building long term sustainable relationships. At the end of each Listening Café session, after we've packed away, the FOT team has a debrief and reviews parent evaluation forms, which the trainee would participate in.

Overview of the tasks you might undertake as part of this placement:

The trainee will participate in six weekly virtual FOT planning meetings lasting an hour, starting end of August and be expected to attend the three weekly face to face Listening Cafe sessions which will take place on a Friday, arriving at 8.30am and ending around 12.30pm. The trainee will participate in a virtual FOT evaluation meeting lasting up to 2 hours and will present the parent evaluations using an effective visual tool. There may be an opportunity at this meeting, to plan a staff session for the Listening Café, should the Sure Start team express an interest. If so, we anticipate that the trainee will join us in delivering a further Listening Café session. We would need to confirm the date/time of this with the trainee in due course.

The insights and skills that you can gain through this placement:

We would expect the trainee to become part of the FOT team, a collaboration of PPI leads, public contributor and researcher/s, for the duration of their placement, gaining first-hand experience of planning and delivering community engagement with an underserved community, providing them with a unique insight and experience of innovative diverse community engagement. We appreciate that the trainee will have 'fresh eyes' and new perspectives and we would welcome their ideas as this could help us in our planning for the Listening Café.