



**Primary Care Mental Health & Wellbeing IGT Research  
Sub-Committee**

# **Booklet for Clinicians who would like to get involved in research**

**By Kathryn Greenwood and Clara Strauss  
Sussex Partnership NHS Trust**

## **Primary Care Mental Health & Wellbeing IGT Research Sub-Committee**

### **Booklet for Clinicians who would like to get involved in research**

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## **Primary Care Mental Health & Wellbeing IGT Research Sub-Committee**

How to get started in Research

### **1. Introduction**

This booklet has been produced to help clinicians and trainees who wish to get started in research.

#### **Purpose**

The Primary Care Mental Health & Wellbeing IGT under the direction of Nick Lake and Sam Allen, has expressed a desire to generate clinically relevant research, that originates in and is led by the clinicians and clinical teams within the IGT. The two research leads of direct relevance to this endeavour are Dr Kathryn Greenwood (psychosis research theme lead) and Dr Clara Strauss (mood and anxiety research theme lead). The core principles of this endeavour were agreed by the chairs with the support of Heather Harper and are outlined in the research summary on pages 22-24. The aim is for clinicians with expertise in their clinical field, to be supported to develop, conduct, evaluate and disseminate novel and cutting edge clinical research. This should include pilot projects and platforms that form the basis of research grant proposals, to secure funding from the NIHR Research for Patient Benefit programme and equivalent bodies.

As a result of this initiative, the IGT research subcommittee was formed. Chaired by Dr Kathryn Greenwood, Dr Clara Strauss and Dr Nick Lake, this subcommittee, with this supporting booklet and information will guide clinicians with projects, through project development. Final project approval and running will be agreed and supported by the IGT.

#### **Who the booklet is aimed at?**

This booklet is aimed at nominated representatives of each of the services under the PCMH&WB IGT, and their services, to guide them in the initial development of a research project proposal. Representatives are nominated and supported by the IGT.

#### **The Role of LEAF and the R&D department**

Once the basic project idea has been agreed at IGT level, during the subsequent design phase of your study will need to consult both with the R&D Office and Lived Experience Advisory Forum to ensure their support.

The LEAF group is led by Ruth Chandler, and provides invaluable Service user consultation and involvement on all aspects of the research process. Ruth can be contacted to book a consultation slot on [ruth.chandler@sussexpartnership.nhs.uk](mailto:ruth.chandler@sussexpartnership.nhs.uk)

NHS research needs R&D approval prior to commencement of research activity. Permission includes obtaining ethics approval and research governance approval. You will need to make an application to the Trust R&D Office for this permission. Please email [Research@sussexpartnership.nhs.uk](mailto:Research@sussexpartnership.nhs.uk) for more information on how to do this.

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All NHS research needs to have a Sponsor who is the organisation that takes on responsibility for the management and conduct of the research. Should you wish the Trust to act as Sponsor on your behalf you will need to speak with the R&D office at your earliest opportunity so that they may support you in completing your research governance application.

## **2: Identifying a Research Question from Clinical Practice**

This document outlines how to identify a research question from a problem or issue that arises in your clinical practice. Page 2 shows a flowchart of the steps that are helpful to follow in identifying a research question from clinical practice and page 3 shows an example of a study that could be designed using the flowchart steps.

It is not expected that everyone will be familiar with each step of the suggested process. The research themes in the Trust (see below) can offer support for conducting each of the steps. This might be through theme researchers offering support with, for example, conducting a literature review. Alternatively, theme leads might link a study up with a post-graduate psychology or psychiatry student who will have the skills and supervision for identifying a research question and conducting a study.

If you have followed the steps outlined in this document and would like to consult with a theme lead about taking your research question forward, or if you would like support in following the steps, please contact the relevant theme leader:

### Clara Strauss

Joint Theme Lead for Mood and Anxiety Research (MARS)

[clara.strauss@sussexpartnership.nhs.uk](mailto:clara.strauss@sussexpartnership.nhs.uk)

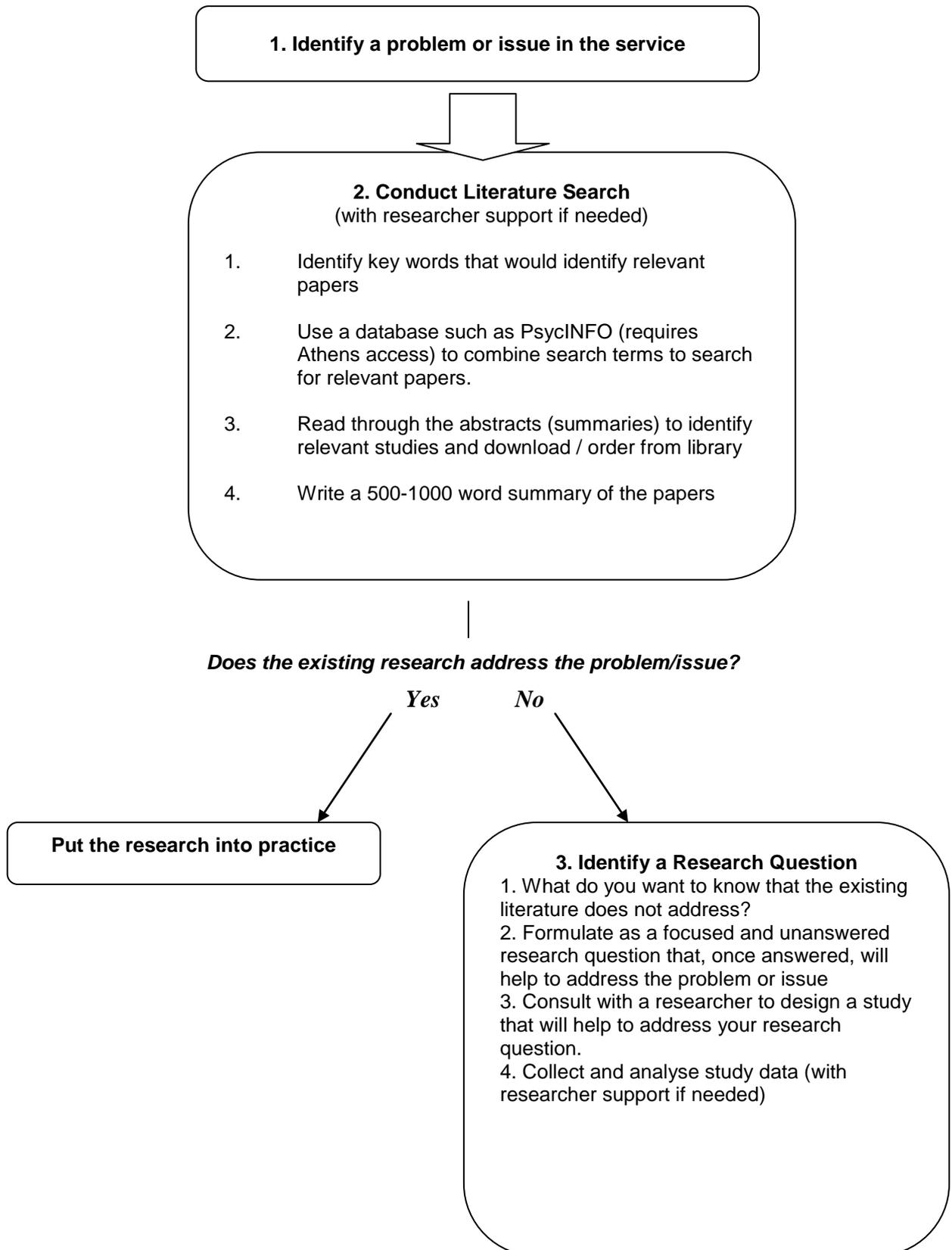
### Kathy Greenwood

Theme Lead for Psychosis Research (SPRIG)

[kathryn.greenwood@sussexpartnership.nhs.uk](mailto:kathryn.greenwood@sussexpartnership.nhs.uk)

Specialist service leads can speak to either Kathy or Clara about appropriate academic and R&D links.

## Stages in Identifying a Research Question



## Hypothetical Example

1. A service developed and started running a CBT group for people with health anxiety. The group seems to help some people but we do not know if these people would get better anyway, or if it is the social aspect of the group rather than the CBT that is important.

2. Literature search on PsycINFO search terms:

- a) CBT *or* cognitive therapy *or* cognitive behav\* therapy [in title]  
AND
- b) groups *or* group [in title]  
AND
- c) health anxiety *or* hypochond\* [in title]  
=> 1 study with 24 participants without a control group

*Does the existing research address the problem/issue?*

*(Not really as only one small study found without a control group)*

1. We want to know whether or not the CBT group is effective *and* if it is the therapy techniques in the group that are important, rather than the social contact with other group members

2. Is a CBT for health anxiety group more effective than a social group for health anxiety?

3. Research design (after consulting with researcher and applying for ethical approval):

- a) Recruit 60 people with health anxiety and randomly allocate to the CBT group, a social group or to just continue with standard GP care
- b) Participants complete validated measures of depression, health anxiety and quality of life before, immediately after and 6 months after the therapy group

4. Analyse data (by or in consultation with researcher). Findings:

- a) Participants in the CBT group were significantly less depressed, less anxious about their health and had better quality of life than participants in the other two conditions. This provides evidence that the CBT group is effective and that the CBT approach is helpful.
- b) The service decides to continue with CBT health anxiety groups and to write up findings for publication

## **Increasing research activity through student and trainees research projects**

### **Background**

The Primary Mental Health Care and Wellbeing Services IGT Research Sub-group are exploring ways of increasing the number of high quality research projects conducted in the IGT. Resources are limited for achieving this. A number of local training courses require trainees to undertake a service evaluation or research project for which they are given supervision. This document gives an overview of these courses and suggests that the research sub-group could achieve its aim of increasing research in the IGT by working more closely with these courses.

One possibility would be for the research sub-group to identify appropriate service evaluation and research projects in the IGT services and, where appropriate, to advertise for trainees to undertake these projects (under supervision) in collaboration with the relevant clinical service. The trainees' role would include:

- helping the service to develop a research question
- helping the service to conduct a comprehensive literature review
- developing a robust methodology to answer the question
- collecting data
- analysing data (which might include analysing existing data)
- writing up findings as a research report

Trainees would be supervised in this role by a research theme lead, by another researcher in the trust and/or at their university.

### **Research vs. Service Evaluation**

The IGT research sub-group aims to increase research activity in the IGT. With this aim in mind it will be important to ensure that service evaluation projects supported by the research sub-group have the potential for paving the way for formal research.

Service evaluation aims to evaluate an existing service and so does not change what the service offers. Research attempts to address a gap in knowledge by asking a novel question and will usually entail asking participants to engage in additional activities. So a distinction might be made between evaluating an existing CBT intervention in a local service using a pre-post design (service evaluation) and evaluating the same intervention employing a randomised controlled methodology with the aim of generalising

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findings (research). This distinction shows how a service evaluation might become a pilot for a subsequent research project.

### **Local Courses**

#### Clinical Psychology Doctoral Training Programmes, University of Surrey & Salomons

In 2010 these courses had an intake of 34 and 40 respectively. All trainees are required to undertake a service related evaluation or audit project during their training. At Salomons the project is conducted during the first year adult mental health placement. At Surrey the project can be conducted during any placement during the three years of training and projects may also be commissioned by local services. On both courses trainees have half a day a week for 6 months to conduct their project.

The aim of these projects is to evaluate an existing service or to audit a service against desired standards. These projects are unlikely to require ethics approval. Projects are supervised by a field supervisor and by a course team member.

#### Foundation in Clinical Psychology MSc, University of Sussex

In 2010 this course had an intake of 28. Students are required to write a research dissertation of clinical relevance and many students are keen to undertake their research in the trust. The research project may or may not require ethical approval and so the projects may focus on service evaluation or may be more formal research. Projects are supervised by a member of the psychology department or by a researcher in the trust. Students choose a project at the beginning of the course (October/November) and submit their dissertation in August of the following year.

#### Psychiatry Training Course, Brighton and Sussex Medical School

Trainee psychiatrists are expected to undertake a service evaluation or research project during their training. The course team would welcome projects commissioned by local services in the trust.

## **Research project development strategy**

**Stage 1- Practice innovation groups and/or other care group specific project groups to write up (with a view to initial publication) the key outcomes of a recent project development/audit/clinical research review process.**

This could include process, achievements, outcomes and conclusions including key issues and future questions.

**Stage 2 – Presentation of stage 1 outputs to the research sub-committee. Research sub-committee to consider routes for matching clinical developments arising with research infrastructure and knowledge.**

This should include i) identifying 1-2 individuals to undertake a thorough literature search to identify the current evidence base, gaps in the literature and novel research questions ii) forming a link with a relevant local clinical academic researcher with matched expertise, who is willing to support the project (generally these clinical academics will have some dedicated research time with SPT, Sussex University, BSMS, Surrey or Salomons see point 5, page 12) iii) dependent on timescales this might also include the involvement of MSc students who can either provide extra input as part of gaining clinical research experience or can contribute a more systematic review as part of their MSc dissertation. This will enable the translation and integration of bottom up clinical experience with top down research innovations.

**Stage 3 – Presentation of stage 2 outputs to the research sub-committee.**

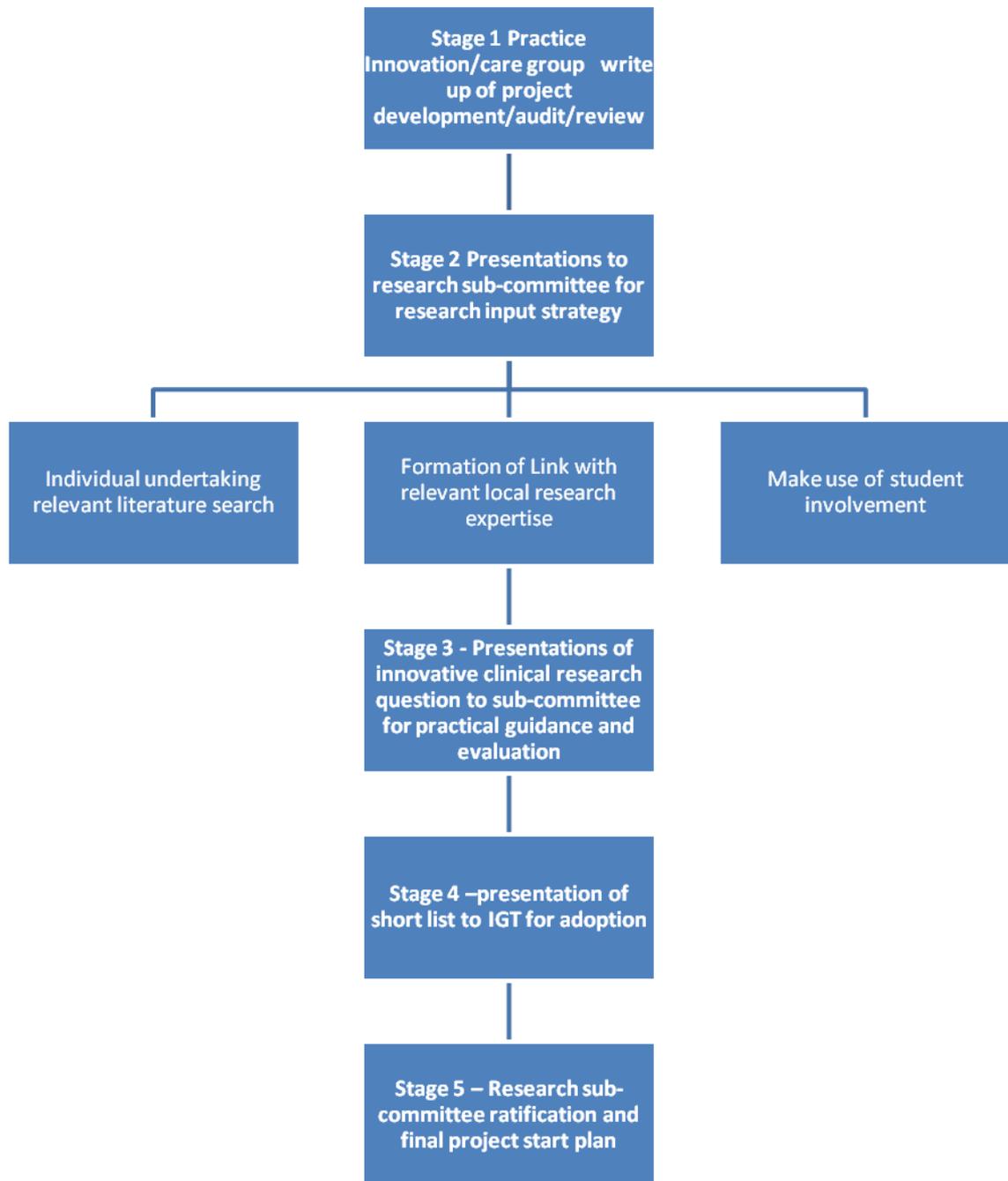
This should occur in tandem for several care group areas in order that the process arrives at a set of research questions across a range of care groups. The research sub-committee to then provide guidance regarding timescale, process issues, support required and other factors to consider in the adoption of each of the research projects. The projects should also be evaluated against the key aims of the sub-committee: the adoption of project which have the potential to enhance clinical practice, are at the cutting edge of clinical research, involve service users, raise the profile of the service, have the potential to generate grant income, and contribute to the trust business plan.

**Stage 4 – Presentation of Stage 3 outputs to the Access IGT for decision making and adoption of a single project.**

This should also include feedback to other projects such as recommendations regarding revise and resubmission to future rounds versus rejection of project plan.

**Stage 5 – return to Research sub-committee for ratification and allocation of resources, time and research support to move the project forward.** Once the project is underway, and on target to return to stage 1 for selection of second project. (see figure 1)

**Figure 1 – Flow Chart for research project development strategy**



### **3. Information and Support Infrastructure**

#### 1 Access to Athens accounts:

Please see the NHS Athens leaflet at the back of this manual. This gives details of how to register for an Athens Account to access healthcare knowledge on line. All NHS, social care and associated staff can register for an Athens username and password to access a number of electronic resources from both work and home. This will enable you to access electronic journals, databases (ie Medline, Embase, PsychINFO) and electronic books.

#### 2 Access to statistical software. (eg SPSS) and statistical training:

There are two computers in the library at the Sussex Education Centre, Millview site which have a licence for SPSS. The Library Services provide training on:

Introduction to finding information

Basic information on the internet

Answering a clinical question

Literature searching

Understanding the evidence

How to read a paper

More information on dates and details of courses can be found at

[www.bsuh.nhs.uk/library/training](http://www.bsuh.nhs.uk/library/training). Please also see this leaflet at the back of this manual.

In addition, clinicians with a need to undertake statistical analysis as part of a supported project will be able to access any statistical teaching offered by the R&D department. Additional support for undertaking statistical analysis should be through the link to an identified clinical academic for the project. See point 5 below.

#### 3. Allocated protected time

Allocated protected time will be agreed through the IGT so that identified clinicians with specific roles on a supported research project will have time to complete the project within their normal working day.

#### 4. Information on Trust Business Objectives

Priority 4: Research and Education

4.1 Furtherer develop the culture of research

4.2 Strengthen our cross-Trust/Academia Clinical Research Groups

4.3 Increase research and development activity

4.4 Increase research outcome

#### 5. Information on Trust Research Themes

In order to maximise use of resources, growth and outcomes within Sussex Partnership NHS foundation trust, research is organised within 9 research themes. It is expected that interested clinicians will develop research linked to one of these developing research areas. Clinicians should discuss their interest at an early stage with the respective theme lead. Further information on themes and theme leads can be found on the R&D website or by contacting the R&D office.

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1. Psychosis
2. Dementia and older people's mental health
3. Learning Disabilities
4. Children and Adolescents
5. Mood and Anxiety
6. Substance misuse
7. Neurobehaviour
8. Neuropharmacology
9. Understanding Personality

If your research interest does not fall under one of these themes, this should be discussed at an early stage with either Kathy, Clara or Mark Hayward.

### 6. Information on practice development networks

Sussex Partnership also runs a number of practice development networks that may be a useful source of information. Please contact the training department for more information.

### 7. Register of clinical academics and their research interests/areas of expertise

In order for a project to be successful, it is highly likely that it will need to be supported by at least one linked clinical academic who can provide advice on project originality, methodology and design, conduct, analysis and dissemination. The linked academic can also support it's progress towards a later grant application and funding process for a more substantial project. Therefore, having developed a set of initial project ideas, the nominated clinicians should look through the list of clinical academics (see appendix) in order to find a match between project ideas and the research expertise of local clinical academics. Having identified a match, the clinician should then approach the relevant academic/s with the project idea in order to ascertain whether the individual/s are interested in and able to provide support for the project. This list is not exhaustive and it is entirely feasible, for the nominated clinician to identify an academic from elsewhere, if they are willing to provide support for the project. This is an essential process, unless there are clinical academics within the service who can themselves support all aspects of the project.

### 8. Provision of Good Clinical Practice (GCP) Training.

Everybody involved in research must obtain a GCP certificate by undertaking GCP training every two years. This will keep you informed of ethical and scientific quality standards in clinical research. Courses can be booked via the R&D department.

### **Aims**

This course is designed to provide a basic introduction to Good Clinical Practice (GCP) and the EU Directives, UK Regulations and Research Governance Framework requirements covering clinical trials and other NIHR Portfolio studies conducted within the NHS. The session has a practical focus with the key aim being that participants know what to do to practice excellent GCP when

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they return to their workplace to ensure that the rights, safety and well-being of patients are always protected.

### Expected Learning Outcomes

Following the course, participants will have a demonstrable understanding of the background and practical implications of GCP. This understanding is intended to be a foundation for action about translating principles into practice and give participants the confidence to take a proactive role in improving processes and standards within their own work area.

### Further information

The course is aimed at site staff involved in the conduct of studies once they have been accepted onto the NIHR Portfolio. Individuals involved in the design and management of portfolio studies are able to access this course but should be aware that it will not address their specific needs.

For more information please contact: [cmcc.training@nihr.ac.uk](mailto:cmcc.training@nihr.ac.uk)

or telephone: 0113 343 0406

Book your place online at:

<http://www.cmcc.nihr.ac.uk/training/booking>

### 9. Research talks, seminars, and web-sites

Both the Psychosis and Mood and Anxiety research themes, hold regular research talks and seminars. For the psychosis theme, the Sussex Psychosis Research interest Group runs a lecture series on the last Friday of each month 12-1pm.

More information about on-going research, and research talks and seminars can be found on the websites for the two linked research themes at

[www.sussex.ac.uk/spriglab](http://www.sussex.ac.uk/spriglab) and

[www.sussex.ac.uk/mars](http://www.sussex.ac.uk/mars)

It will be important for research subcommittee members to keep up to date with current trust and national research and research methods through attendance at these seminars.

### 10. Formal links to student researchers

Links to student researchers, as described in the section above on '**Increasing research activity through student and trainees research projects**' may be possible, dependent on the readiness of the project, the timescale for the project, and the availability of students. October is the best time to discuss project ideas which could be supported with an MSc student project, and November-December or May-June is an appropriate time for considering a psychiatry or clinical psychology student project to support the main project. Please contact Clara or Kathy to discuss this if you would like to offer a student project and have the capacity and expertise to support supervision.

11. PHD studentship seminar. Tuesday 11 December 2012, Sussex Education Centre. For more information contact: [research@sussexpartnership.nhs.uk](mailto:research@sussexpartnership.nhs.uk) or tel: 01273 265896.

### Registration

You will need to self-register online in order to obtain an Athens username and password. If you register from a computer connected to the NHS network or if you use an email address with .nhs in it, i.e. nhs.uk or nhs.net, your registration will be processed immediately. If you use a non-NHS computer and a non-NHS email address, your registration request will be sent to the Athens administrator who will then have to verify your request manually. This process will take a few days.

Once your registration has been accepted, you will receive an email in which there will be an activation code. You need to follow the activation code link to complete your registration. Following the link, you will be forwarded to a web page that will enable you to set a password.

All Athens accounts expire after two years or, if you are a temporary member of staff, at the end of your contract. For permanent members of staff you will be prompted to renew your account as the expiry date approaches.

<http://register.athensams.net/nhs/nhseng>



### Brighton

The Library  
The Audrey Emerton Building  
Royal Sussex County Hospital  
Eastern Road  
Brighton

East Sussex BN2 5BE

Tel: 01273 523300

Fax: 01273 523305

Email: [library.services@bsuh.nhs.uk](mailto:library.services@bsuh.nhs.uk)

Mon - Thurs 8.30am - 6pm

Fri 8.30am - 5pm

There is 24-hour access for members - see library staff for details

### Haywards Heath

Health Sciences Library  
Princess Royal Hospital  
Lewes Road  
Haywards Heath

West Sussex RH16 4EX

Tel: 01444 441881 x5463 / 5596

Fax: 01444 443228

Email: [prh.library.services@bsuh.nhs.uk](mailto:prh.library.services@bsuh.nhs.uk)

Mon - Fri 9am - 5pm

There is 24 hour access for members - see library staff for details

### Hove

The Library, Sussex Education Centre  
Mill View Hospital  
Nevill Avenue  
Hove

East Sussex BN3 7HZ

Tel: 01273 265897 / 265895

Fax: 01273 242182

Email: [sp.library.services@bsuh.nhs.uk](mailto:sp.library.services@bsuh.nhs.uk)

Mon - Fri 8.30am - 4.30pm

[www.bsuh.nhs.uk/library](http://www.bsuh.nhs.uk/library)

library  
services

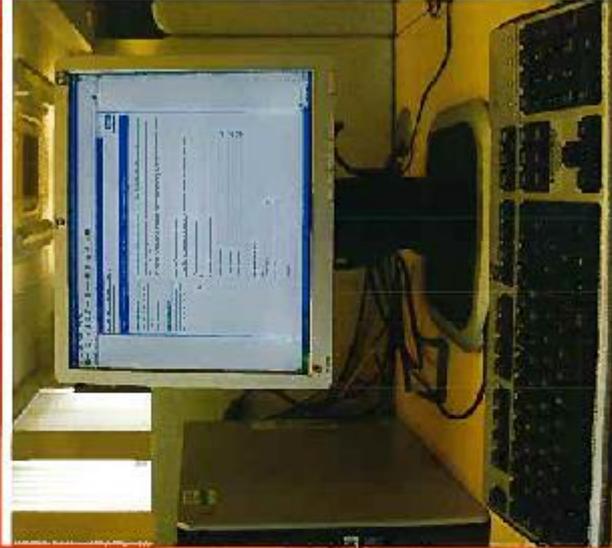
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University Hospitals  
NHS  
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library  
services

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University Hospitals  
NHS  
to.nhs

# NHS ATHENS

For healthcare knowledge  
resources 24/7



[www.bsuh.nhs.uk/library](http://www.bsuh.nhs.uk/library)

Brighton: 01273 523300

Haywards Heath: 01444 441881 x5463

Hove: 01273 265897

All NHS, social care and associated staff may register for an Athens username and password to access a number of electronic resources from both work and home, 24 hours a day. Health care students can also obtain an Athens account, if they are carrying out practice placements within the NHS.

**What can I access using the NHS Athens password?**

**Electronic Journals**

You have access to the full text of over 2,500 journals, including titles from BMJ and AHA. The collection covers the full range of health care subjects, medicine, nursing, psychology, health management. Titles include:

- BMJ (full text from 1994 onwards)
- Nursing standard (full text from 1998 onwards)



- British journal of psychiatry (full text from 2000 onwards)
- British Journal of health care management (full text from 2000 onwards)

**Databases**

- **Medline**
- **Embase Excerpta Medica Database**
- **PsycINFO**
- **BNI British Nursing Index**
- **CINAHL Cumulated Index of Nursing and Allied Health Literature**
- **AMED Allied and Complementary Medicine**
- **HMC** (Includes Department of Health and Kings Fund library and information services)
- **Health Business Elite (Health Management)**
- **BMJ Best Practice** (includes Clinical Evidence)
- **BSUH NHS Trust and NHS Brighton and Hove)**
- **BMJ Case Reports (BSUH NHS Trust)**

**Electronic books**

- MyLibrary a collection of electronic books, primarily focusing on mental health
- British National Formulary and British National Formulary for Children

- A large selection of Oxford handbooks
- A collection of medical textbooks in MD Consult (BSUH NHS Trust, NHS Brighton & Hove, Sussex Community Trust)

**Where do I go for more information and training?**

We have a programme of training courses. Please see the library website for details.  
[www.bsuh.nhs.uk/library/training](http://www.bsuh.nhs.uk/library/training)

- 01273 523300 (Brighton)
- 01444 441881 ext 5463 (Haywards Heath)
- 01273 265897 (Hove)

**How do I sign up?**  
<http://register.athensams.net/nhs/nhseng>

**Other library services:**  
[www.bsuh.nhs.uk/library](http://www.bsuh.nhs.uk/library)



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**Evidence based practice**

Learn how to:

- Improve your ability to make decisions based on the best available evidence.
  - Ask the right question and answer that question
  - Critically appraise both quantitative and qualitative health care research
- Duration: whole day*

**Tools for study and presentation**

How to reference and how to use EndNote

Are you are required to cite research in the documents you write? Learn how to:

- Reference accurately and avoid plagiarism
  - Use EndNote to store and re-use references as required.
- Duration: 1½ hours*

**Using a computer - a complete beginner's guide**

Are you unsure how to do common tasks on the PC.

- Learn how to:
- Manage your files
  - Create and save documents
  - Send and receive emails
- Duration: 1 hour.*

**Introduction to interactive whiteboards**

Increasingly when you do presentations you will find you have access to a whiteboard. Learn how to:

- Enhance a presentation on an interactive whiteboard
  - Use the interactive features of the whiteboard to greatest effect
  - Record and share collaborative work
- Duration: ¾ hour by appointment only.*

**Introducing the library**

There is more to the Library than just books!

Learn how to:

- Find the information you need including from other libraries and online
  - Make most effective use of our services
- Primarily aimed at new staff, this session may be of value also as a refresher for staff who have been in post for some time.
- Duration: ¾ hour by appointment only*

library — services

Brighton and Sussex University Hospitals NHS

[www.bsuh.nhs.uk/library](http://www.bsuh.nhs.uk/library)

**Brighton**

The Library

The Audrey Emerson Building  
 Royal Sussex County Hospital

Eastern Road

Brighton

East Sussex BN2 5UB  
 Tel: 01273 523300

Fax: 01273 523305

E mail: [library.services@bsuh.nhs.uk](mailto:library.services@bsuh.nhs.uk)

Mon - Thurs 8.30am - 6pm

Fri 8.30am - 5pm

There is 24 hour access for members - see library staff for details

**Haywards Heath**

Health Sciences Library  
 Princess Royal Hospital

Lewes Road

Haywards Heath

West Sussex RH16 4EX  
 Tel: 01444 441881 x5463 / 5596

Fax: 01444 443228

Email: [phlibrary.services@bsuh.nhs.uk](mailto:phlibrary.services@bsuh.nhs.uk)

Mon - Fri 9am - 5pm

There is 24 hour access for members - see library staff for details

**Hove**

The Library, Sussex Education Centre  
 Mill View Hospital

Nevill Avenue

Hove

East Sussex BN3 7H2  
 Tel: 01273 265897 / 265895

Fax: 01273 242182

Email: [spthlibrary.services@bsuh.nhs.uk](mailto:spthlibrary.services@bsuh.nhs.uk)

Mon - Fri 8.30am - 4.30pm

[www.bsuh.nhs.uk/library](http://www.bsuh.nhs.uk/library)

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**TRAINING COURSES**



**Available through library services**

01273 523300 (Brighton)  
 01444 441881 x5463 (Haywards Heath)  
 01273 265897 (Hove)  
[www.bsuh.nhs.uk/library](http://www.bsuh.nhs.uk/library)

# Primary Care Mental Health & Wellbeing IGT Research Sub-Committee

## How to get started in Research

### We offer a regular training

programme over our three sites.

Dates and more details about all of

the following courses can be found at

[www.bsuh.nhs.uk/library/training](http://www.bsuh.nhs.uk/library/training)

or ask for a copy at any of the

library enquiry desks.

### Booking a session

To book any of the sessions listed here, contact

Sarah Butler, Library & Information Skills Trainer, on [sarah.butler2@bsuh.nhs.uk](mailto:sarah.butler2@bsuh.nhs.uk) or 01273 523316, or book via the library training website as above. If you cannot make a training session at one of the times listed, contact Sarah to make an appointment for a one-to-one session. Where practicable, training can be offered at your place of work.

### KSF dimensions

Application of the knowledge and skills acquired on our courses help staff to meet the following KSF dimensions: HWB1 (levels 1,2,3), HWB4 (levels 2,3,4), HWB5 (levels 2,3,4), HWB7 (levels 2,3,4), HWB8 (level 4), IK2 (levels 2,3,4), IK3 (levels 1,3,4), G2 (levels 1,3,4); Core 1, Core 4 (levels 2,3); Interactive Whiteboard Workshop only: Core 1, G1 (level 2).

### Tailor-made courses

Most sessions can be taught in groups or on a one-to-one basis and can be adapted to your own requirements. Our sessions can also be made specific to particular professional groups, for example, managers, nurses, doctors, allied health professionals or administrative staff. Contact us for details.



### Finding information

Whether you need to find information to support patient care, service improvement, research or professional development, Library Services can show you how to search effectively and efficiently.

Our courses follow a step-by-step approach, from navigating key online sources, to finding the best evidence from high-quality research, to eventually conducting in-depth searches of the literature. Which course you choose will depend on your experience and the sort of information you are looking for.



### Getting the most out of Google

Many of us use Google to search for information, but how many of us do so effectively? Learn how to:

- Improve your basic searching
  - Use Google's advanced features
  - Integrate Google's online office tools into your work practice
- Duration: 1½ hours

### Introduction to finding information

Do you need information for a project, report, audit, assignment or patient care? Learn how to:

- Identify which type of information is best suited to your needs
  - Find the different types of information
  - Trace both printed and electronic information with ease
- Duration: 1½ hours.

### Patient information on the internet

Do you provide information to patients and want to know which sources on the internet to recommend? Learn how to:

- Find the best online patient information
  - Search the resources most effectively
  - Evaluate the information you have found
- Duration: 2 hours.

### Answering a clinical question

Health care professionals need to base their decisions on the best available evidence. Learn how to:

- Find the best quality-assured and up-to-date sources of evidence
  - Differentiate between the different levels of research evidence
  - Understand which resource will best answer your clinical question
- Duration: 2 hours.

### Literature searching

Do you need to carry out an in-depth literature search to find primary research? Learn how to:

- Formulate an answerable question
  - Construct an expert search strategy
  - Carry out your search on the most appropriate health care database, refining your results as you go
- Duration: 2 hours.

### Understanding the evidence

No service change should happen except on the basis of sound clinical evidence. But what evidence counts as 'sound'? A lot of health care research is not strong enough to change practice, so health care professionals need the skills to critically appraise what they find in the literature.

Sessions are suitable for beginners or any staff requiring a refresher on the principles of how to read a paper.

### How to read a paper

Learn how to:

- Judge the quality of published health care literature by working through example papers and identifying their strengths and weaknesses
  - Differentiate between different study designs and spot research bias
  - Interpret at a basic level research statistics
- Duration: half a day.



## **Primary Care Mental Health & Wellbeing IGT Research Sub-Committee**

How to get started in Research

### **4. Primary Care Mental Health & Wellbeing IGT Research Sub-Committee Members**

#### **List of members:**

Dr Kathy Greenwood, (SPRiG)(Chair)

Dr Clara Strauss, (MARS)(Chair)

Dr Nick Lake, Clinical Director of Primary Health IGT

Sam Allen, Service Director of Positive Mental Health

Donal Watts, Early Intervention in Psychosis

Georgina Parmentier, Early Intervention in Psychosis

Warren Ball, Early Intervention in Psychosis

Rachel Maslen, Health in Mind

Dr Jon Willows, Access Services in Brighton and Hove

Brian Solts, Specialist Services

Ruth Chandler, Service User Representative.

Juliet Couche

Dr Rick Fraser

Heather Harper

Claire Jones

Dr Richard Whale

#### **Meeting dates for 2012:**

The group meet quarterly on the last Thursday of the month and the dates for 2012 are as follows:

9 Feb 3.30-5pm Room 6, 1<sup>st</sup> floor, Mill View

10 May 3.30-5pm Main Meeting Room, ground floor, Mill View

13 September Main Meeting Room, ground floor, Mill View

8 November Main Meeting Room, ground floor, Mill View

**Primary Care Mental Health & Wellbeing IGT Research Sub-Committee**

How to get started in Research

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**PRIMARY CARE MENTAL HEALTH AND WELLBEING IGT RESEARCH SUB-COMMITTEE- RESEARCH SUMMARY**

<b>PRIMARY CARE MENTAL HEALTH AND WELLBEING IGT RESEARCH SUB-COMMITTEE -</b>						
NICK LAKE KATHY GREENWOOD HEATHER HARPER CLARA STRAUSS						
<b>PRINCIPLE VALUES</b>	<b>PROJECTS</b> <i>(PRINCIPAL INVESTIGATOR/ LOCAL COLLABORATOR, FUNDING INFORMATION)</i>	<b>SERVICE USER INVOLVEMENT</b>	<b>DEVELOP PRACTICE</b> <ul style="list-style-type: none"> <li>▪ Audit evidence-based practice</li> <li>▪ Service evaluation/ audit</li> </ul>	→ <b>DEVELOP KNOWLEDGE BASE</b> ←	<b>REPUTATION DEVELOPMENT</b> <b>SPECIFY HOW?</b>	<b>INCOME GENERATION</b> <b>DETAILS?</b>
<b>CLINICAL GROUP</b>						
<b>PRIMARY CARE AND WELLBEING</b>	<ul style="list-style-type: none"> <li>▪ A randomised controlled trial of person-based cognitive therapy for chronic <b>depression</b> (Paul Chadwick/Clara Strauss SPFT own account funding)</li> <li>▪ Working with service users to develop a low-intensity, cognitive-behavioural intervention for distressing <b>worry and anxiety</b>, based on mood-as-input theory (Graham Davey/Fergal Jones SPFT own account funding)</li> <li>▪ Developing a <b>depression</b> rating scale (Sanjay Jain/Tim Gale)</li> </ul>	Yes  Yes  Unknown	Yes  Yes  Not yet	Yes  Yes  Yes	Yes (hosting innovative research with clinical implications)  Yes (hosting innovative research with clinical implications)  Yes	Yes (SPFT own account funding)  Yes (SPFT own account funding)  Yes (funding source unknown)

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<p><b>PRINCIPLE VALUES</b></p> <p><b>CLINICAL GROUP</b></p>	<p><b>PROJECTS</b> (<i>PRINCIPAL INVESTIGATOR/ LOCAL COLLABORATOR, FUNDING INFORMATION</i>)</p>	<p><b>SERVICE USER INVOLVEMENT</b></p>	<p><b>DEVELOP PRACTICE</b></p> <ul style="list-style-type: none"> <li>▪ Audit evidence-based practice</li> <li>▪ Service evaluation/ audit</li> </ul>	<p><b>DEVELOP KNOWLEDGE BASE</b></p> <ul style="list-style-type: none"> <li>▪ Evaluate innovative practice suggestions</li> <li>▪ Develop cutting edged knowledge and interventions</li> </ul>	<p><b>REPUTATION DEVELOPMENT</b> <b>SPECIFY HOW?</b></p>	<p><b>INCOME GENERATION</b> <b>DETAILS?</b></p>
	<ul style="list-style-type: none"> <li>▪ Emotional influences on psychophysiological indices of focused attention and response anticipation in <b>social anxiety</b> (Yoko Nagai NIHR portfolio study)</li> <li>▪ Developing a service-user defined measure of <b>depression</b> (Matthew Hankins)</li> <li>▪ Evaluating outcomes of a behavioural activation training programme for treatment resistant <b>depression</b> (Adrian Whittington/Lydia Turner/Clara Strauss/Fergal Jones)</li> </ul>	<p>Unknown</p> <p>Yes</p> <p>Not Yet</p>	<p>Not yet</p> <p>Not yet</p> <p>Yes</p>	<p>Yes</p> <p>Yes</p> <p>No</p>	<p>Yes</p> <p>Yes (service user involvement)</p> <p>Yes (developing BA competence measure that may be used inter/nationally)</p>	<p>NIHR portfolio</p> <p>Not as yet</p> <p>Not as yet</p>
<p><b>EARLY INTERVENTION AND PSYCHOSIS AND IMPLICATIONS FOR OTHER CONDITIONS</b></p>	<ul style="list-style-type: none"> <li>▪ IMPACT (<i>Robin Murray/ Kathy Greenwood, NIHR</i>)</li> <li>▪ PUMP IT: Study 2 - RCT Health promotion intervention (<i>Robin Murray/ Kathy Greenwood, NIHR</i>)</li> <li>▪ CIRCUITS (<i>Til Wykes/ Kathy Greenwood, NIHR</i>)</li> <li>▪ Maternal MTHFR activity and future development of schizophrenia in the children (<i>Marco Procopio, Other</i>)</li> <li>▪ Educational programme for primary schools to shape positive attitudes towards mental health, help seeking and psychosis (<i>Kathy Greenwood, Student</i>)</li> </ul>	<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Unknown</p> <p>Yes</p>	<p>Not yet</p> <p>Yes</p> <p>Yes</p> <p>Not yet</p>	<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p>	<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p>	<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Not yet</p>

**Primary Care Mental Health & Wellbeing IGT Research Sub-Committee**

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<p><b>PRINCIPLE VALUES</b></p> <p><b>CLINICAL GROUP</b></p>	<p><b>PROJECTS</b> (<i>PRINCIPAL INVESTIGATOR/ LOCAL COLLABORATOR, FUNDING INFORMATION</i>)</p>	<p><b>SERVICE USER INVOLVEMENT</b></p>	<p><b>DEVELOP PRACTICE</b></p> <ul style="list-style-type: none"> <li>▪ Audit evidence-based practice</li> <li>▪ Service evaluation/ audit</li> </ul>	<p><b>DEVELOP KNOWLEDGE BASE</b></p> <ul style="list-style-type: none"> <li>▪ Evaluate innovative practice suggestions</li> <li>▪ Develop cutting edged knowledge and interventions</li> </ul>	<p><b>REPUTATION DEVELOPMENT</b> <b>SPECIFY HOW?</b></p>	<p><b>INCOME GENERATION</b> <b>DETAILS?</b></p>
	<ul style="list-style-type: none"> <li>▪ An exploratory theoretical framework in first episode psychosis of opportunities and beliefs about positive contribution and recovery (<i>Justin Allman, Student</i>)</li> <li>▪ Therapeutic relationship and self-stigma in psychosis (<i>Clio Berry, Student</i>)</li> </ul>	<p>Unknown</p> <p>Yes</p>	<p>No</p> <p>Not yet</p>	<p>Yes</p> <p>Yes</p>	<p>With University</p> <p>With University</p>	<p>No</p> <p>No</p>
<p><b>SPECIALIST SERVICES</b></p> <ul style="list-style-type: none"> <li>- PERSONALITY DISORDERS</li> <li>- EATING DISORDERS</li> <li>- AUTISM SPECTRUM DISORDERS</li> <li>-TRAUMA</li> <li>- NEUROBEHAVIOURAL</li> <li>- TRANSGENDER</li> <li>- PERINATAL</li> </ul>						