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Students as Research Partners. In: Invited 2 hour presentation at Craven College, 8 July 2016, Skipton. (Unpublished)

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Students as Research Partners

Dr Alison Laver-Fawcett

Senior Lecturer, Faculty of Health and Life Sciences, York St John University

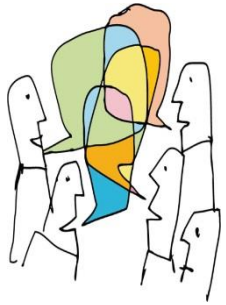
Planned format for this session

- 10.45 – 11.45: Sharing our experience with occupational therapy students at YSJU
- *11.45 11.55: Comfort break*
- 11.55 – 12.20: Small group discussion – how could you partner with students in research?
- 12.20 – 12.35: Sharing back ideas
- 12.35 - 12.45: Action planning

1st hour: I plan to cover

- Pedagogical and research drivers for partnering with undergraduate students in research
- What is a Student as Co-Researcher project?
- Share some things to consider and how we've been dealing with challenges when partnering with students in research
- How we have partnered with some external organisations in SCoRe projects
- Some example outputs
- Reflections and feedback on benefits for students and staff

Setting the scene



- What research are you doing at the moment?
- Are you already partnering with students in research?
- What are your students studying?
- Do your students do research projects already?
- Do they already do projects on work placements?

My Experience at McMaster University, Canada 1994-97

Example conference outputs with students included posters and papers at national and international conferences

Students wrote a research report and produced a poster. We had a conference attended by students, staff and invited occupational therapy clinicians. Encouraged students to submit abstracts to local and national conferences.

Drivers

- York St John University has a goal for 100% of staff to be research active – what are the expectations for staff research activity at Craven College?
- Research Evaluation Framework (REF) drivers: dissemination and demonstrating the impact of our research
- Developing the research culture and environment within our university

Drivers

- Enquiry Based Learning (EBL)
- Professional drivers = evidence based practice (expectation of the Health and Care Professions Council's Standards of Proficiency and College of Occupational Therapists Code of Ethics and Professional Conduct)

In the BHSc(Hons) Occupation Therapy programme staff are trying to integrate all 4 RIT types

Research informed teaching

U perceives research informed teaching as a pedagogic approach Griffiths, 2004). Teaching can be:

- **research-led :** content of what is taught is influenced directly by the research interests of the teaching staff.
- **research-oriented**: curriculum places an emphasis on teaching students inquiry skills and understanding research methods.
- **research-based:** curriculum is focused on students acquiring knowledge through inquiry. Students have more control over their learning and the emphasis is much less on traditional transmission of knowledge from staff to students. [YSJ Enquiry Based Learning Project 2006-9]
- **research-informed:** The curriculum is informed by reflecting on and inquiry into teaching learning and assessment through pedagogic research and evaluation.

http://www.yorksj.ac.uk/add/add/learning-and-teaching/active-learning/research-informed-teaching.aspx

Framework for Student engagement through partnership

How is the framework structured?

The framework illustrates four overlapping areas of focus where partnerships may be fostered. The left-hand side emphasises partnership in student experiences of learning, teaching and research. The right hand side emphasises partnership in the enhancement and scholarship of learning and teaching. Embedding partnership as an ethos requires a holistic approach, with attention to all four areas of focus. Community is integral to developing a culture of partnership. Therefore, partnership learning communities are at the heart of the framework.

Areas of focus

Learning, teaching and assessment: engaging students through partnership casts students as active participants in their learning. Partnership approaches:

- focus on collaborative and active learning (e.g. flipping the classroom, experiential learning, community and work related learning);
- give students a level of choice and ownership;
- place students in different roles (e.g. as tutors, mentors or assessors) and as co-designers of learning materials and resources.

Curriculum design and pedagogic consultancy: students are commonly engaged through programme evaluations and staff-student committees. Partnership approaches involve students in the formal processes of course design, revalidation, and professional development for staff.

Subject-based research and inquiry: engaging students as co-researchers and co-inquirers can involve all students on a programme learning through research, or selected students working with staff on extra-curricular research projects. Partnership approaches:

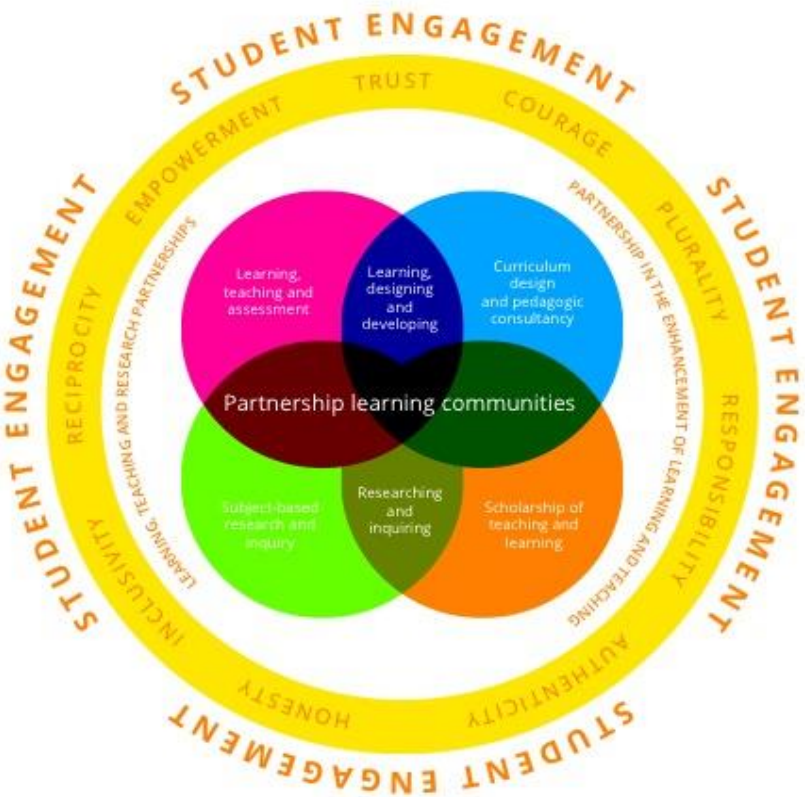
- involve students directly in knowledge production within their discipline community (e.g. through enquiry and problem-based learning, research based assessments, and 'live projects');
- provide opportunities for students to share their research publicly (e.g. through undergraduate research journals, blogs and conferences).

Scholarship of teaching and learning (SoTL): inquiring into learning, teaching and assessment in partnership with students is one of the five principles of good practice in SoTL. Partnership approaches:

- involve students at all stages of the SoTL process; from co-designing research questions to acting on research findings;
- cast students as co-researchers not just subjects of research.

Partnership learning communities

As partnership acknowledges students and staff as learners, scholars and colleagues, it invites critical reflection on existing relationships, identity, processes and structures. For partnership to be embedded and sustained beyond documentation and initiatives, it needs to become part of the culture and ethos of the institution. Developing strong partnership-learning communities is a way of doing this. These communities facilitate deep connections between staff and students and bring partnership values to life. All members should co-create and contribute to the development and direction of the community.



© Higher Education Academy, 2015

How can this framework be used?

This framework can be used flexibly, reflecting institutional context and priorities, to enhance practice and policy.

Research: framing research into partnership, mapping of current practice and benchmarking across and between institutions.

Review: assessing institutional readiness for partnership and exploring the relationship between an institution and its students' union, association or guild.

Curriculum design: informing validation and course approval processes, reviewing the curriculum and making pedagogic decisions.

Engagement: developing a sense of community among students and staff and developing ground rules for partnership meetings and initiatives.

Planning: developing meaningful strategies and policies and planning or reflecting on specific initiatives.

Professional development: informing professional development for staff, students' union staff and student partners.

Partnership values

The values which underpin successful student engagement through partnership are:

Authenticity: the rationale for all parties to invest in partnership is meaningful and credible.

Honesty: all parties are honest about what they can contribute to partnership and about where the boundaries of partnership lie.

Inclusivity: there is equality of opportunity and any barriers (structural or cultural) that prevent engagement are challenged.

Reciprocity: all parties have an interest in, and stand to benefit from working and/or learning in partnership.

Empowerment: power is distributed appropriately and ways of working and learning promote healthy power dynamics.

Trust: all parties take time to get to know one another and can be confident they will be treated with respect and fairness.

Courage: all parties are encouraged to critique and challenge practices, structures and approaches that undermine partnership, and are enabled to take risks to develop new ways of working and learning.

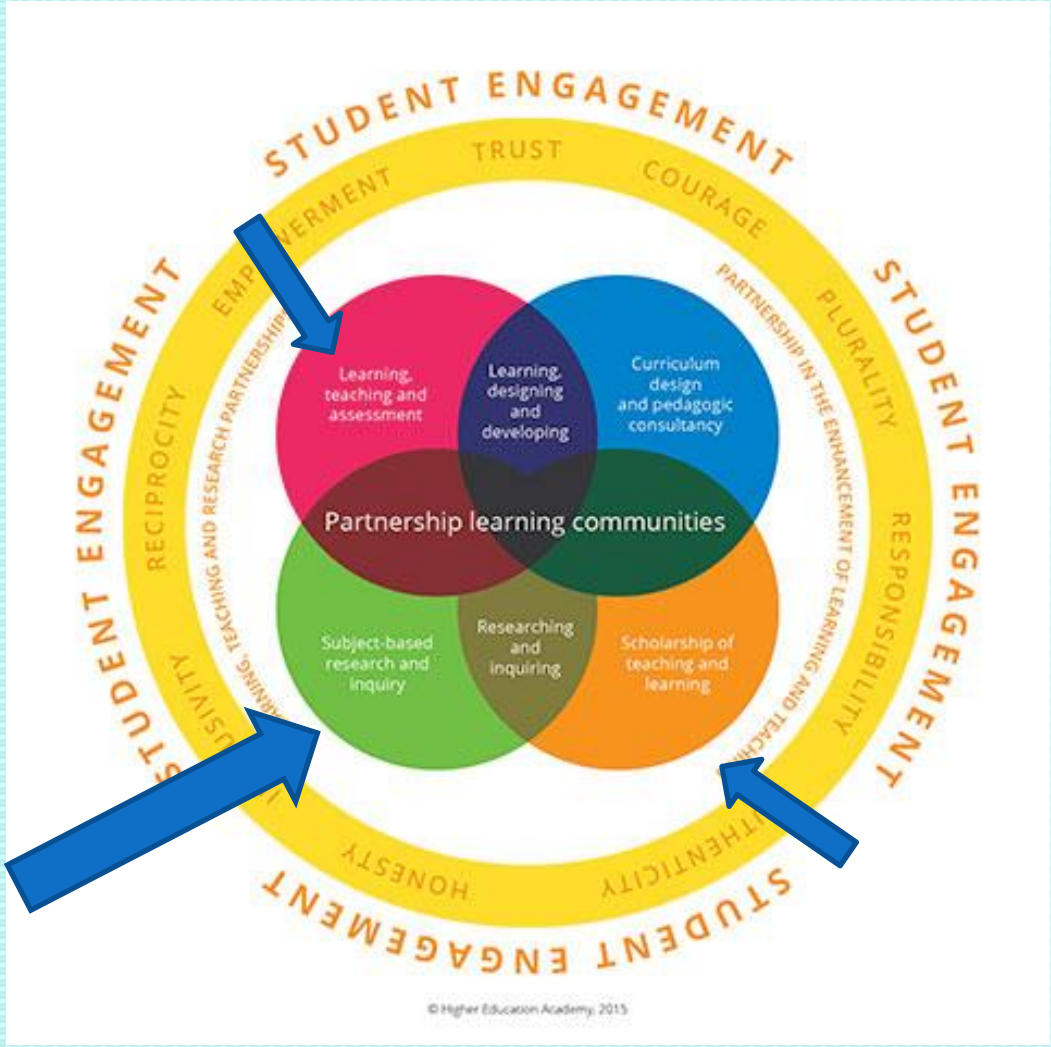
Plurality: all parties recognise and value the unique talents, perspectives and experiences that individuals contribute to partnership.

Responsibility: all parties share collective responsibility for the aims of the partnership, and individual responsibility for the contribution they make.

Higher of Education Academy (HEA; 2015a)

Framework for Student engagement through partnership

- Higher of Education Academy (HEA; 2015a)
- Partnership = a relationship in which all involved are actively engaged in, and stand to gain from, the process of learning and working together.
- It enables and empowers students to engage deeply in their learning and enhancement.
- For staff, working in partnership with students can help transform thinking about learning and teaching practices.
- Subject based research and inquiry

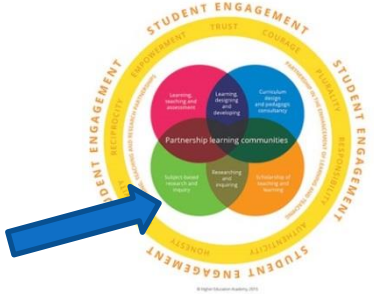


https://www.heacademy.ac.uk/sites/default/files/downloads/student-enagagement-through-partnership.pdf

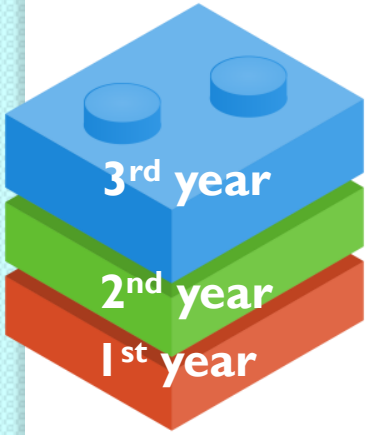
Benefits

(HEA; 2015b)

- ‘All undergraduate students in all higher education institutions should experience learning through, and about, research and inquiry.
- In undergraduate research, students learn and are assessed in ways that come as close as possible to the experience of academic staff carrying out their disciplinary research.’
  - *(Healey and Jenkins, 2009)*



Methodology and results from completed SCoRe projects are used to inform teaching across all three levels of our BHSc(Hons) Occupational Therapy programme



- 3OT501: Contributing to the Evidence Base
- 2OT503: Analysing and Applying the Evidence Base
- 1OT503: Understanding and Reviewing the Evidence base

Two approaches

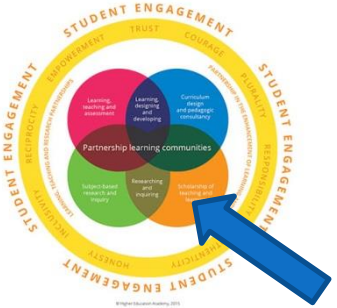
- York St John's **Students as Researchers Scheme**
- Staff bid for funding
- Students paid for between 20 – 130 hours to work with staff on a research project.
- Students apply and interview for this opportunity.

- **Student as Co-Researcher** projects as an option in our research module.
- Staff put forward project options
- Students submit a form with at least 3 choices of project / supervisor
- They can choose an individual project or critical review instead of SCoRe

Students as Researchers scheme

- Provides York St John students the opportunity to be paid to carry out research alongside members of staff.
- The primary aim of the scheme is to engage undergraduate students and staff in collaborative research projects, providing the opportunity for students to directly experience research in a way they might not have otherwise had the opportunity.
- The aim of the scheme is to inspire a new generation of researchers, provide support to staff on conducting their research and develop a thriving community of student researchers at YSJ.
- Scheme has been running since 2006 and more than 200 students from across the University have already benefited from it.
- http://www.yorksj.ac.uk/add/add/learning-and-teaching/student-engagement/students-as-researchers-scheme.aspx

Pedagogical research



An evaluation of the use of open badges within the curriculum. Does it promote student engagement?

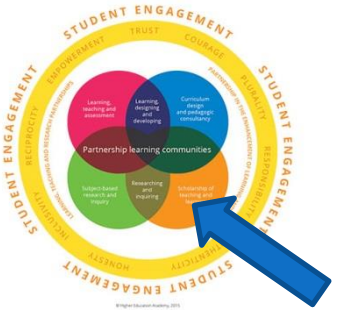
The project team is an academic (Kerry Sorby), TEL advisor (Roisin Cassidy) and a student. The project has been developed over two

– introduction of open badges to 2OT501

– learning resources were developed with a student as co-
nt (level 2 OT student) is researching the use of open
er stage 1 and 2 of the project. (i.e. current level 3
and current level 2 students respectively on the BHSc
OT programme)
or.

Shared at YSJU Talking about teaching Conference and presented at COTEC conference in Galway June 2016

Pedagogical research



Use of Social Media to Develop and Promote the OT Curriculum in Higher Education

Two OT staff leading this project (Kerry Sorby and Maria Parks)

This project is evaluating the impact of the social media developed (a programme blog and Twitter account) in raising the profile of professional use of social media and the YSJU OT programme, 2 students are working on this project: a final year student, Faculty of Arts and a level 2 student, YSJ Business School. Follow us on @YSJOT

Students as Co-Researchers

- 3rd year BHSc(Hons) Occupational Therapy students
- Option to Collaborate in SCoRe for their final year project
- Focus is on students and tutors collaborating as co-creators of knowledge
- Provides students with an experience of real world, professionally relevant research and for some projects the whole research process.

http://www.yorksj.ac.uk/pdf/SCoRe%20poster%20SIPPS%20project.pdf

Students as Co-Researchers

- E.g. ACS-UK studies: gaining ethical approval, participant recruitment and consent procedures, administering and scoring the ACS-UK, conducting a semi-structured interview, transcribing data and data analysis.
- Pedagogic drivers = Research informed Teaching (RiT) and Enquiry Based Learning (EBL).
- Professional drivers = evidence based practice (expectation of the Health and Care Professions Council's Standards of Proficiency and College of Occupational Therapists Code of Ethics and Professional Conduct)

http://www.yorksj.ac.uk/pdf/SCoRe%20poster%20SIPPS%20project.pdf

Example Partners

SCoRe projects have involved a range of external partners including:

- Age UK York
- Alzheimer's Society
- York People First
- Yorkshire and Humber Improvement Partnership (YHIP)
- Safe and Secure Homes (SASH)
- World Federation of Occupational Therapists

How do SCoRe projects develop?

- Responding to requests to support service evaluation
- Responding to requests from clinicians – practice developments
- Responding to policy drivers
- Contributing to the development of professional guidance
- Responding to needs identified from practice placements

How do SCoRe projects develop?

- Responding to needs identified by clinical occupational therapists / services (e.g. Helen's 'Cook and Eat project, the peer Mentoring project with TEWV mental health trust)
- SCoRe projects leading into staff research: E.g. SCoRe project exploring changes in the occupational engagement of people with dementia and their carers (Alison and Stephen x 2 groups students over 2 years with Alzheimer's Society) led to the identification of the need for a UK version of the ACS-UK
- Staff project (Alison) with HLS research assistant (Sarah Mallinson) for the ACS-UK content validity study (1 year, OTJR article output)
- Followed by Score projects to evaluate the face validity and clinical utility (x 2 years) and the reliability (x2 years with 3 groups of students) of the ACS-UK

SCoRe project → Led to → Staff project

Students undertook a literature review to inform questions for an international survey of occupational therapists' education and practice related to mental health.

They developed an on-line survey using Survey Monkey, piloted the survey and evaluated feedback

Report for World Federation of Occupational Therapists

International conference presentation:
Bannigan, K, Cronin-Davis, J, Laver-Fawcett, A, Brintnell, S. (June 2014) *The WFOT global survey of mental health practice in occupational therapy.* Oral Presentation. 16th International Congress of the World Federation of the World Federation of Occupational Therapists in collaboration with the 48th Japanese Occupational Therapy Congress and Expo, Yokohama, Japan. Abstract: http://wfot2014.mas-sys.com/pdf/endai200414.pdf [accessed 23.6.14]
This was delivered in English and simultaneously translated into Japanese.

We are now writing an article for publication. Revised manuscript back for review with the Australian Occupational Therapy Journal

Healey, Flint and Harrington, 2014 – Applied to 3OT501

Table 2: **Dimensions for framing undergraduate research contexts**		
Student, process centred	**Focus** Both	Outcome, product centred
Student initiated (Can be either)	**Motivation**	(Can be either) Faculty initiated
All students ★	**Inclusivity**	Selective
Curriculum based ★	**Setting**	Co-curricular fellowships
Team or group (Can be either)	**Collaboration**	(Can be either) Individual
Original to the student	**Originality**	Both — New knowledge
Multi-or interdisciplinary	**Content**	★ Discipline based
Campus/community audience — Level 3 showcase	**Audience** Varies	Some articles and presentations — Professional audience

Choice

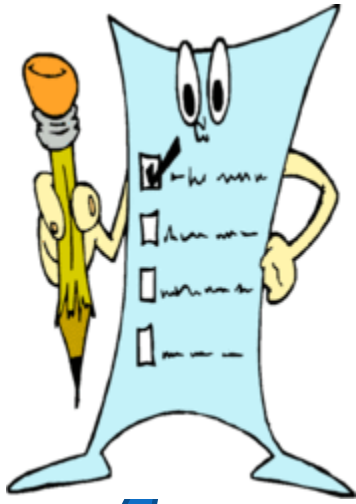
Choice

Students have choice: 3 types of project

- **Student as Co-Researcher Projects (SCoRe):** – staff offer projects students can select to do, some are with external partners, often undertaken in small groups. Can be primary (range of qualitative, quantitative and mixed-methods studies - including service evaluation) or secondary research (e.g. systematised critical literature reviews).
- **Critical literature reviews:** Student choice with a supervisor who is interested in the same topic area
- **Student projects**: The student suggest the focus and some initial ideas for methodology. They work up their method under supervision with a staff member interested in that topic area / type of design.

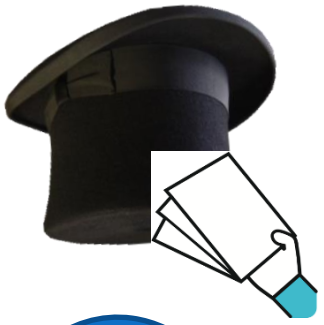
Practical considerations: allocation

- Semester 2: ask staff for their projects, topics and what they are interested and willing to supervise.
- A list of projects and topics offered by each OT staff member is put up on moodle
- Students look through the list. They can e-mail staff directly for more information some had tutorials with staff to find out more about SCoRe projects being offered.
- They then complete a form listing their choices
- Submit proforma via link on moodle by given a deadline
- If they don't submit form or its late – they are allo last



Students chose at least **3 options** and list in order of preference.

How we allocate projects



- Takes several hours! FTE up to 7 students PT staff 4 students
- Send it out to staff to review before release to students.
- If more students sign up for a SCoRe project or supervisor than places available then we draw names out of a hat.
- For the most popular study a staff member who had not supervised a primary SCoRe project before partnered wit the original supervisor and this opened the project to mo students.
- I assign as many 1st choices as possible (last year over ½ cohort got 1st), then as many 2nd and 3rd choices (over a ¼).
- Time consuming allocating the remainder: e.g. Students wanting to do a primary study of their own choice got to do this but maybe not with 1st-3rd choice supervisor.

If they **wish** students can start reading around their project topic area over the summer. Some ask for recommend ed reading.

Contributing to the Evidence Base. Learning outcomes

1. Justify the choice of project in relation to existing evidence or practice, including research ethics
2. Justify the choice of methods in relation to the aims of the study
3. Collect, collate, analyse and present data in a professional and ethical manner
4. Interpret data in the context of evidence, policy and/or guidelines
5. Critically evaluate and synthesise concepts, theories and research in order to determine their relevance to professional practice

"It was also an extra benefit of doing the research project and gave something to work towards as well as hitting the module learning outcomes."

Supervision tutorials

- This year we had these timetabled in weeks 1, 3, 5 and 10
- Helpful for SCoRe projects with larger groups and two supervisors.
- Students have forms for preparing for supervision and reflecting on supervision
- In groups I rotate roles for: drawing up and circulating the agenda; time keeping / chairing the meeting; and taking action notes across the student group.

Formative feedback

- Research proposal (1500 words)
- Results and discussion sections of the summative assignment

Contributing [illegible] base:

"Our sub-group was really motivated by possibility of a paper being published"

"With the assignment being a co-authored journal article about our research project I felt I was much more engaged "

00 word written [illegible] word abstract.

assignment is presented in the **style of a journal article.**

udents refer to the **authors' guidelines for the British ournal of Occupational Therapy** (BJOT).

"I am very excited about the possibility of publishing our research into the British Journal of Occupational Therapy."

"I'd be really excited to turn it into a journal article for publication. …it is a great opportunity that wouldn't have been available to me without this score project. I think doing it as a journal article made sense to people and really helped me get into the project better. "

"Preparing for publication as 5000 assignment an inspired idea!" *Level 3 OT student*

Assignment: format of a research article

Email from level 3 student rep:
"People also really like writing for BJOT. Although it's challenging to stick to the smaller word count, people feel it's more relevant than a 10,000 dissertation and also like the BJOT format."

Student feedback

"I'd be really excited to turn it into a journal article for publication. …it is a great opportunity that wouldn't have been available to me without this score project. I think doing it as a journal article made sense to people and really helped me get into the project better. "

Example student reflection on the self-assessment of their assignment:
"I am proud of this research article. I feel that I have achieved the learning outcomes and produced a good and concise piece of work within the word count."

Marking

- Summative assignment has 2 markers. 1st = supervisor. 2nd not familiar with the project.
- Each pair calibrated blind. Then rest of 2nd marking was seen.
- 3rd marking as necessary.
- Core module team undertook some moderation across the cohort.
- It appears some students engage more with feedback as they are then working on a manuscript for submission.
- For staff time invested in detailed feedback saves time later when collaborating to shape the work for publication
- For staff SCoRe projects are more interesting and motivating to mark.

Students and staff disseminating research together

- Example Outputs with students have included presentations at national and international conferences and publication in a peer reviewed professional journal with an impact factor

Students are highly motivated by the publication of their research. They raise their attainment when they know that their work is not just for assessment by one or two university tutors but will be seen by a broader range of people, and that it links to authentic exposure (Spronken-Smith et al, 2013)

Dissemination

COTEC & ENOTHE

CONNECTING:
Education/Practice/
Research/Policy

(Healey, Flint and Harrington, 2014)

Examples

International: WFOT, DSDC, ENOTHE & COTEC conferences

National: BJOT publication, COT National guidance

Local: YHIP workshop, YSJ OT Society hosted the BAOT regional conference , local supermarkets, reports for organisations

Institution:, YSJU Talking about teaching conference

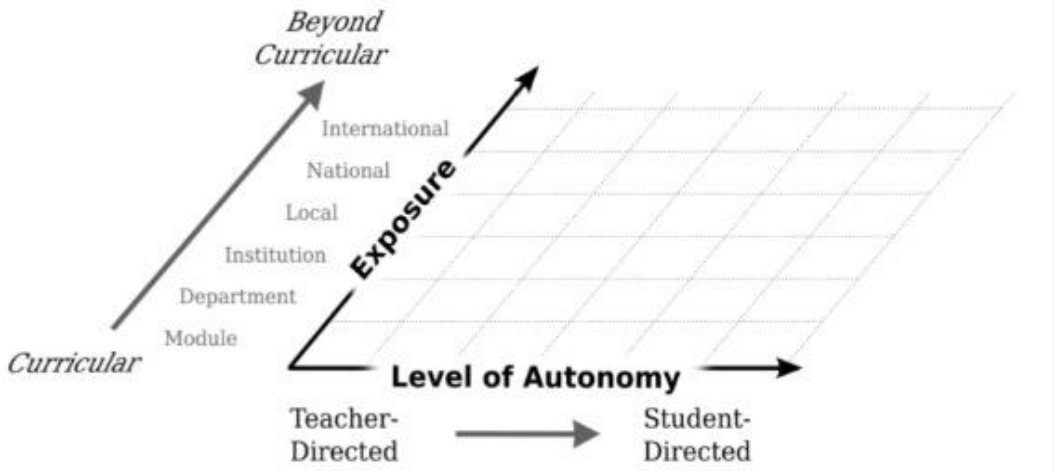
Department: Level 3 showcase event

Module: SCoRe examples used across the curriculum

A framework for research dissemination

Spronken-Smith, et al. (2013) developed a framework specifically for the dissemination of undergraduate research and inquiry (see Figure 2 below). The framework has two axes, the first indicates the level of autonomy which the student experiences and this includes the extent to which the research being undertaken is teacher or student directed, or somewhere in between. The framework is intended to appear like a horizontal or table top graph with no sense of movement along the axes implying higher quality research.

Figure 2: A framework for research dissemination



The second axis is the level of exposure that the research is given through the dissemination process. By exposure the authors mean the extent to which a student's work is made public or given exposure to new

Table 3: **Strategies for enhancing engagement with undergraduate research dissemination**
1. Define 'research' broadly
2. Define 'publication' broadly
3. Build publication into course and programme requirements
4. Build publication into dissertation and honours-level requirements
5. Embed the results of student publication into the curriculum
6. Use digital technology to create a repository of work
7. Involve students in the publication process.
8. Co-create a culture where students want to participate and expect to be involved
9. Highlight the employability benefits of undergraduate research.
10. Link publication opportunities to allow student progression
11. Generate transparent rules on the quality of work necessary for dissemination in partnership with students.
12. Ensure students submit their work before leaving the institution
13. Ensure that the publication format can accommodate a large volume of submissions
14. Invite submissions from partner institutions
15. Allow co-production with staff and/or peers
16. Allow students to retain the copyright to their work
17. Involve all members of the university community in celebrating undergraduate research outputs

Ask students for their contact details!

Table 3 proposes strategies for increasing engagement with undergraduate research dissemination. In terms of

2016 Discover
York St John Student Research

- One day event
- This conference showcased 3rd year Occupational Therapy student work in the form of posters and presentations.
- Attendees included Occupational Therapy students and their families, Occupational Therapy staff, Faculty and University staff, clinical educators and clinical managers.

http://www.yorksj.ac.uk/health--life-sciences/faculty-of-hls/faculty-events/discover-2016/discover-occupational-therapy.aspx

Dissemination: things to consider

- Authorship and roles in the process should be discussed in advance.

- Who should be first author?
- Order of authorship?
- Will the students still be invested in seeing it through after graduation?
- Who will correspond with the journal?
- Who will lead any revisions and responding to reviewers feedback?
- Who will lead on checking the proof copy?

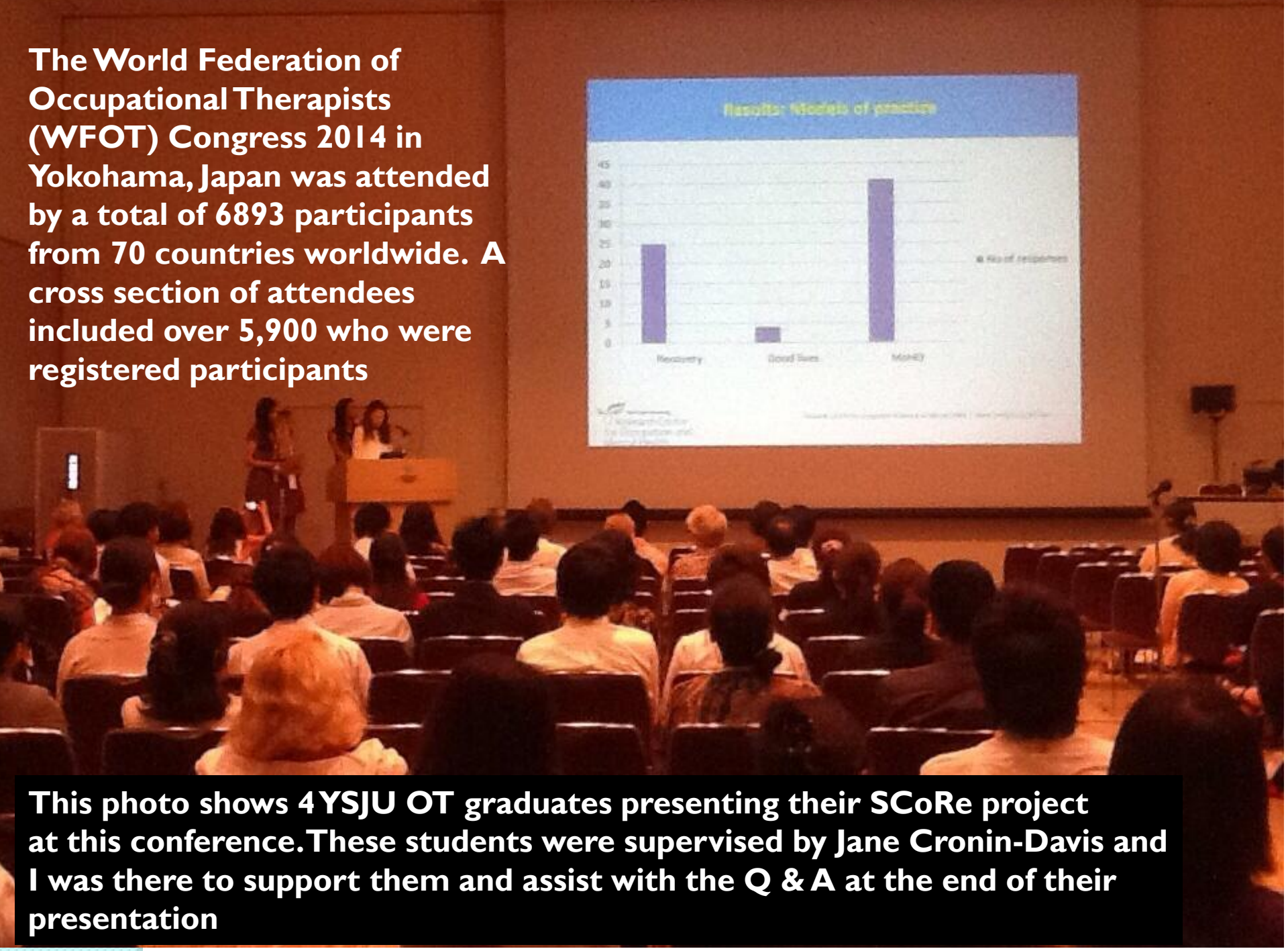
Student comment: "I also think that listing us in alphabetical order is most fair because I feel that we all put the same amount of effort in the written work and worked really hard during data collection, regardless of whose academic writing scores the highest marks."

Things to consider

- If you have a big SCoRe group how will multiple student assignments be combined into one article?
- WFOT study: all the students in each sub-group and the 2 supervisors will co-author.
- Aiming for three articles, one for each sub- group review (literature relates to different parts of the life course).
- We will start with the assignment of the student with the highest mark but also look at the others too so we amalgamate the best of them all.
- Staff will also pull together the findings for a report for WFOT

Student comment: "I am pleased about turning our assignment into a co-authored journal article. I think taking the best bits of everyone's assignments and producing one quality article will increase the chance of it getting published."

The World Federation of Occupational Therapists (WFOT) Congress 2014 in Yokohama, Japan was attended by a total of 6893 participants from 70 countries worldwide. A cross section of attendees included over 5,900 who were registered participants

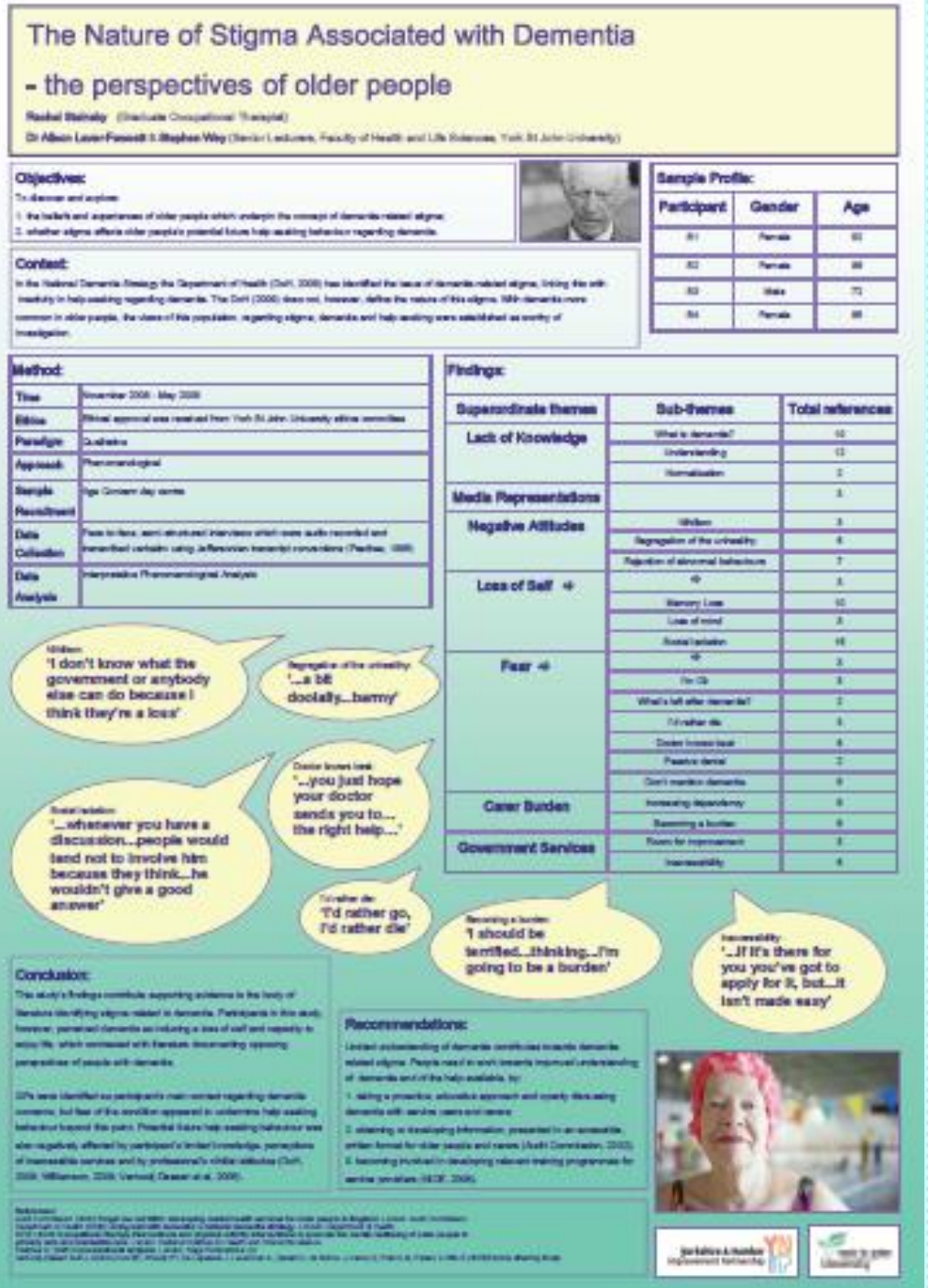


This photo shows 4 YSJU OT graduates presenting their SCoRe project at this conference. These students were supervised by Jane Cronin-Davis and I was there to support them and assist with the Q & A at the end of their presentation

Contributing to professional guidelines

The same four students had their dissertation results included a College of Occupational Therapists (COT ;2012) guideline as evidence in the publication.

- https://www.cot.co.uk/publication/practice-guidelines/occupational-therapists%E2%80%99-use-occupation-focused-practice-secure-hosp.
- This guidance is NICE accredited, following a systematic review of the literature and Jane Cronin-Davis had a leading role in the guideline development.



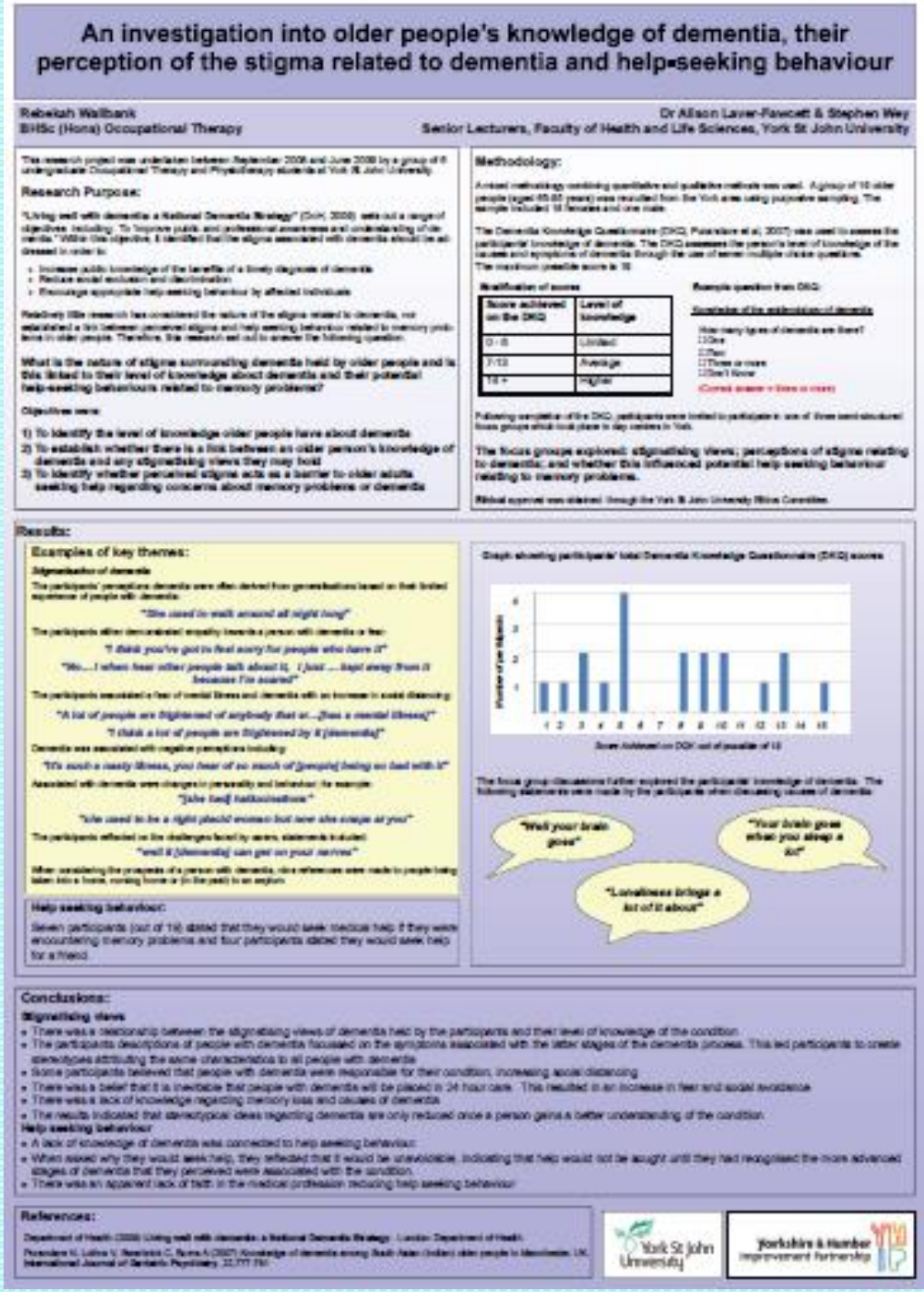
Stephen Wey and I partnered with Students to explore the nature of stigma associated with dementia.

Qualitative projects using in-depth semi-structured interviews and focus groups which were audio-taped and transcribed verbatim. Participants recruited through Age Concern Day Centres.

Led to outputs for two OT students - posters at a peer-reviewed International Dementia conference.

The Yorkshire and Humber Improvement Partnership supported with funding for the students to attend.

This project also led to an invited workshop.
Reducing Stigma. Department of Health and Yorkshire and Humber Improvement Partnership Sub Regional Launch of the National Dementia Strategy 'Key Priorities for Yorkshire and Humber', York, UK



An investigation into older people's knowledge of dementia, their perception of the stigma related to dementia and help-seeking behaviour

Rebekah Wallbank
BHSc (Hons) Occupational Therapy

Dr Alison Laver-Fawcett & Stephen Wey
Senior Lecturers, Faculty of Health and Life Sciences, York St John University

This research project was undertaken between September 2008 and June 2009 by a group of 6 undergraduate Occupational Therapy and Physiotherapy students at York St John University.

Research Purpose:

"Living well with dementia: a National Dementia Strategy" (DoH, 2009) sets out a range of objectives including: 'To improve public and professional awareness and understanding of dementia.' Within this objective, it identified that the stigma associated with dementia should be addressed in order to:

- Increase public knowledge of the benefits of a timely diagnosis of dementia
- Reduce social exclusion and discrimination
- Encourage appropriate help-seeking behaviour by affected individuals

Relatively little research has considered the nature of the stigma related to dementia, nor established a link between perceived stigma and help seeking behaviour related to memory problems in older people. Therefore, this research set out to answer the following question:

What is the nature of stigma surrounding dementia held by older people and is this linked to their level of knowledge about dementia and their potential help-seeking behaviours related to memory problems?

Objectives were:

1) To identify the level of knowledge older people have about dementia
2) To establish whether there is a link between an older person's knowledge of dementia and any stigmatising views they may hold
3) To identify whether perceived stigma acts as a barrier to older adults seeking help regarding concerns about memory problems or dementia

Methodology:

A mixed methodology combining quantitative and qualitative methods was used. A group of 10 older people (aged 65-80 years) was recruited from the York area using purposive sampling. The sample included 10 females and one male.

The Dementia Knowledge Questionnaire (DKQ, Pusswitter et al, 2007) was used to assess the participants' knowledge of dementia. The DKQ assesses the person's level of knowledge of the causes and symptoms of dementia through the use of seven multiple choice questions. The maximum possible score is 10.

Stratification of scores

Score achieved on the DKQ	Level of knowledge
0 - 6	Limited
7-10	Average
10 +	Higher

Example question from DKQ:

Symptoms of the early stages of dementia

How many types of dementia are there?
1) One
2) Two
3) Three or more
4) Don't Know

(Correct answer = three or more)

Following completion of the DKQ, participants were invited to participate in one of three semi-structured focus groups which took place in day centres in York.

The focus groups explored: stigmatising views; perceptions of stigma relating to dementia; and whether this influenced potential help seeking behaviour relating to memory problems.

Ethical approval was obtained through the York St John University Ethics Committee.

Results:

Examples of key themes:

Stigmatisation of dementia

The participants' perceptions dementia were often derived from generalisations based on their limited experience of people with dementia:

"She used to walk around all night long"

The participants often demonstrated empathy towards a person with dementia or fear:

"I think you've got to feel sorry for people who have it"

"No....I when hear other people talk about it, I just .... kept away from it because I'm scared"

The participants associated a fear of mental illness and dementia with an increase in social distancing:

"A lot of people are frightened of anybody that or...[has a mental illness]"

"I think a lot of people are frightened by it [dementia]"

Dementia was associated with negative perceptions including:

"It's such a nasty illness, you hear of so much of [people] being so bad with it"

Associated with dementia were changes in personality and behaviour. An example:

"[she has] hallucinations"

"she used to be a right placid woman but now she snaps at you"

The participants reflected on the challenges faced by carers, statements included:

"well it [dementia] can get on your nerves"

When considering the prospects of a person with dementia, vice references were made to people being taken into a home, nursing home or (in the past) to an asylum.

Help seeking behaviour:

Seven participants (out of 10) stated that they would seek medical help if they were encountering memory problems and four participants stated they would seek help for a friend.

Graph showing participants' total Dementia Knowledge Questionnaire (DKQ) scores

Score Achieved on DKQ out of possible of 15

The focus group discussions further explored the participants' knowledge of dementia. The following statements were made by the participants when discussing causes of dementia:

"Well your brain goes"

"Your brain goes when you sleep a lot"

"Loneliness brings a lot of it about"

Conclusions:

Stigmatising views

- There was a relationship between the stigmatising views of dementia held by the participants and their level of knowledge of the condition.
- The participants descriptions of people with dementia focussed on the symptoms associated with the latter stages of the dementia process. This led participants to create stereotypes attributing the same characteristics to all people with dementia.
- Some participants believed that people with dementia were responsible for their condition, increasing social distancing.
- There was a belief that it is inevitable that people with dementia will be placed in 24 hour care. This resulted in an increase in fear and social avoidance.
- There was a lack of knowledge regarding memory loss and causes of dementia.
- The results indicated that stereotypical ideas regarding dementia are only reduced once a person gains a better understanding of the condition.

Help seeking behaviour

- A lack of knowledge of dementia was connected to help seeking behaviour.
- When asked why they would seek help, they reflected that it would be unavoidable, indicating that help would not be sought until they had recognised the more advanced stages of dementia that they perceived were associated with the condition.
- There was an apparent lack of faith in the medical profession reducing help seeking behaviour.

References:

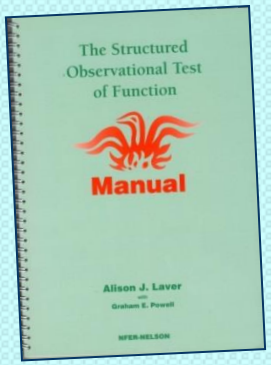
Department of Health (2009) Living well with dementia: a National Dementia Strategy. London: Department of Health.

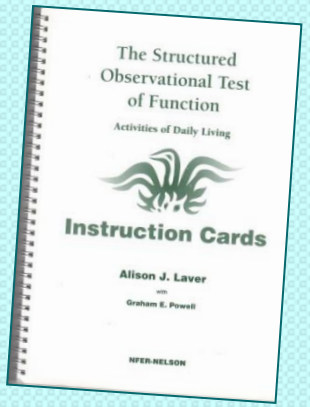
Pusswitter M, Lubina V, Reinhold C, Burns A (2007) Knowledge of dementia among South Asian (Indian) older people in Manchester, UK. International Journal of Geriatric Psychiatry, 22,777-781.

York St John University

Yorkshire & Humber Improvement Partnership

Structured Observational Test of Function (SOTOF)





SOTOF was the out put
from my PhD in 1995

Recent SCoRe project outputs shared with
Masters OT students at KU Leuven,
2nd March 2016, Erasmus teaching exchange

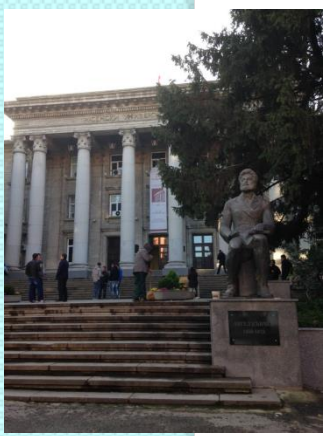
COTEC & ENOTHE
CONNECTING:
Education/Practice/
Research/Policy

Work improving the dynamic aspect of the SOTOF, which will be included in a 2nd edition of SOTOF, has been undertaken as a SCoRe project by a 3rd year OT student.

We presented an oral paper together at the Council for Occupational Therapists in European Countries (COTEC) and European Network of Occupational Therapists in Higher Education (ENOTHE) joint conference in Galway in June 2016,

Face Validity and Clinical Utility of the Activity Card Sort -United Kingdom

a Student as Co-Researcher project



Presented at the European Network of Occupational Therapists in Higher Education (ENOTHE)

Ruse, Bulgaria, October 2015

British Journal of
Occupational Therapy

Impact Factor: 0.636 | **Ranking:** Rehabilitation (SSCI) 54 out of 70 | Rehabilitation (SCI) 57 out of 64

The face validity and clinical utility of the Activity Card Sort – United Kingdom (ACS-UK)

Alison Laver-Fawcett[1]

Leanne Brain[2]

Courtney Brodie[3]

Lauren Cardy[4]

Lisa Manaton[5]

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[3]Occupational Therapist, Hull and East Yorkshire Hospitals NHS Trust; previous undergraduate student, York St John University, UK
[4]Occupational Therapist at the Mid Yorkshire Hospitals NHS trust; previous undergraduate student, York St John University, UK
[5]Specialist Occupational Therapist, The Royal Marsden NHS Foundation Trust; previous undergraduate student, York St John University, UK

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This Article

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British Journal of Occupational Therapy **March 1, 2016** 0308022616629167

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- Articles by Laver-Fawcett, A.
- Articles by Manaton, L.

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Diane Cotterill and Caroline Wolverson's SCoRe project

York People First

- This study was a collaborative venture with York People First, a self advocacy group run by people with learning disabilities for people with learning disabilities.
- During a level 3 OT role emerging practice placement challenges with supermarket shopping were identified by YPF
- As a result 8 occupational therapy students had the opportunity of working alongside YPF as co-researchers to explore the experiences of supermarket shopping
- The study comprised of 2 strands both with the same objectives

Research Informed Teaching

- Staff distilled the findings of the students work into a report for York People First to provide evidence as requested by local supermarkets.
- The project provided a voice for people with learning disabilities to express their views
- Developed an inclusive opportunity for people with learning disabilities to be part of the research process and to contribute to the learning experience of occupational therapy undergraduate.
- Consolidated the YSJ University's relationships with the local community.

Involving Service users and Students in research

- A chance for people with Learning Disability (LD) to have their voices heard
- Development of research skills for people with LD and students
- Opportunity for students to develop relationships with & learn from people with learning disabilities

Cotterill D, Wolverson C, Bell A, Boothe M, Thompson R, Norat S, Oliver R, Pennell O, Stephens L, and Bradshaw A (2015) Shopping Experiences of People with Learning Disabilities. *Learning Disability Practice* (18) No p 16-21.

COTEC-ENOTHE Congress, June 15-19 2016

COTEC & ENOTHE
CONNECTING: Education/Practice/Research/Policy

"I am very excited about having our abstract accepted for the COTEC/ENOTHE conference in June. It's made me feel very proud of my group and it makes all of that work (and stress!) feel worthwhile. I am looking forward to presenting and its made me more confident in my abilities as a qualified practitioner. I feel that it will help when applying for jobs because employers will recognise my ability to dedicate myself to a project and ability to produce a high-standard piece of work."

"I feel really excited about being accepted to a conference. I feel really proud of achieving something like this before I have graduated and a great start for my career. Great opportunity for CPD as well…I also think it has boosted my confidence and actually doing the conference will boost it further and give me great experience. "

Feedback from students: Disseminating their work at a conference

"Our abstract being accepted to the COTEC/ENOTHE conference has been fantastic and exciting news! I feel that this is a great opportunity for us when applying for future posts and for me personally in my application for a PhD in OT"

"It does feel amazing to have our abstract accepted for such a great conference and to have the opportunity to present. It encourages me to continue looking at ways to contribute to the evidence base once I have started work as a practitioner. I think being able to talk about the conference when applying for posts will be a definite boost including all the other links into research this module has given me."

Student feedback:
"However, I do feel a bit in the dark about how a conference works. I think that we may have benefitted from a lecture/session about this to prepare us when registering/booking accommodation etc."

Next year I will provide information related to presenting at a conference.

Students want practical advise: I have answered student questions via email about how to register, booking their travel and accommodation, what social events to book etc.

BCUR BRITISH CONFERENCE OF UNDERGRADUATE RESEARCH

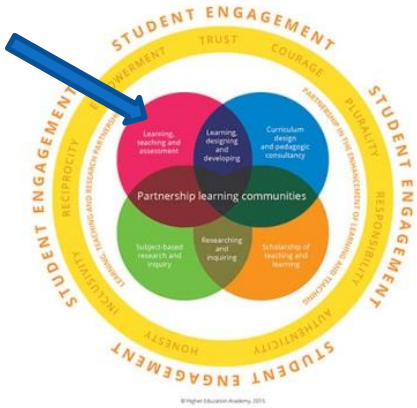
- http://www.bcur.org/
- The British Conference of Undergraduate Research promotes undergraduate research in all disciplines.
- The Conference meets annually every Spring in a different British university.
- Undergraduates of all levels are invited to submit papers, posters, workshops and performances to the Conference.
- Abstracts are peer-reviewed and those accepted will be invited to attend the conference.
- Conference fees are usually paid by the student's own university. BCUR also accepts submissions from students outside of the UK.
- The call for papers is usually published in the autumn

Module evaluation and changes for next year

- Our experience is that the response rate for on-line moodle mid-module evaluations can sometimes be low.
- For 3OT501 mid-module evaluation was provided in writing by students following small group discussion.
- Verbal and emailed feedback has also been received from students and staff.
- Unsolicited written feedback via email from level 3 OT student rep.

"Overall though, everyone is thoroughly pleased with the module and many people have said they've enjoyed writing the article and have enjoyed the module in general."

(Level 3 OT student rep)



Changes to 3OT501 for 2016-17

- The timetabled supervision sessions have been appreciated by both students and staff so I have timetabled these again for next year.
- 3 different tailored workshops on data analysis and writing up results (quantitative data, qualitative data or literature review analysis) according to the type of study they are doing.
- Ethics session and completing the ethics approval document now earlier in module.
- Align the staff's research lectures to research 'theme' for that week e.g. how they developed a survey / interview schedule, how they undertook a thematic analysis, etc.

Benefits: Is it worth it?

"With the assignment being a co-authored journal article about our research project I felt I was much more engaged "

Students

- Enhanced learning experience
- 'Real world' professionally relevant project
- Transferable skills
- Employability
- Possibility for an output and dissemination beyond the assignment
- Opportunity to genuinely 'contribute to the evidence base' is motivating

"Our sub-group was really motivated by possibility of paper being published"

"I am very excited about the possibility of publishing our research into the British Journal of Occupational Therapy."

Tutors

- Genuine partnership and engagement with students is rewarding
- Supervision and marking is more interesting and aligned to own research interests
- Collecting primary data
- Can build programmes of research
- Working smarter
- Opportunity for publications and dissemination

3OT501 Students' perceptions of Benefits

- **Transferable skills:** "I have thoroughly enjoyed completing this SCoRe project with my group and feel that I have gained a lot of valuable, transferrable skills which I will be able to utilise in practice" *(level 3 OT student)*
- **Employability:** "I feel it helped me get a job, I spoke about it in my interviews" *(Eden Marrison, current level 3 OT student)*
- "I think it will be an asset when applying for jobs as it enables you to stand out and demonstrates a variety of skills such as being able to work as part of a team and being able to motivate and dedicate myself to a project" *(level 3 OT student)*
- **Inspiring future researchers:** "After having the opportunity to take part in research and develop my skills and confidence, I would love to have the opportunity within my career to take part in more research in the future." *(level 3 OT student)*

3OT501 Students' perceptions of Benefits

"I felt proud to be apart of a group of students who were contributing to the evidence base of the ACS-UK"
(level 3 OT student)

"It has been amazing working with such a great group of co-researchers to collaborate on research that is needed and will have an ongoing impact after you hand in your assignment. Collaborating as a group also allowed me to learn about how other people see the data but also to gather a larger set of data. Overall, it was a great project to be involved in that will contribute towards making a UK version of a useful assessment tool a reality."
(Christine Muller, level 3 OT student)

".. particularly motivating to be part of bigger international WFOT project"

Enhancing the learning experience
Professional Relevance
Contributing to the profession's evidence base

Student feedback

Assignment: format of a research article

”Turning my assignment into a co-authored journal article will enhance my opportunities further and this has boosted my confidence in conducting research and in order to pursue a PhD course. I greatly appreciate …… [you] enabling us to be part of a new cutting edge OT assessment that will be used throughout the UK! It will be a good feeling in years to come when somebody will be using the assessment and I will be able to say that I took part in the development of it!” *(Drit Kastrati)*

“It feels great to know that our work will end up being published and read by others. Also to then properly engage in the process of writing a journal article with the whole group and add to the evidence base.”

Some useful texts

- Brew, Angela. (2006) *Research and Teaching: Beyond the Divide*. London
- Healey M, Jenkins A (2009) *Developing Undergraduate Research and Inquiry*. York: Available from: https://www.heacademy.ac.uk/sites/default/files/developingundergraduate_final.pdf [accessed 13 March 2016]
- Griffiths, R (2004) *"Knowledge production and the research-teaching nexus: the case of the built environment disciplines"*, Studies in Higher Education 29 (6): 709-26.
- Jenkins A, Healey M (2005) *"Institutional strategies to link teaching and research"* Higher Education Academy.

Healey, Flint and Harrington, 2014

Table 2: **Dimensions for framing undergraduate research contexts**		
Student, process centred	**Focus**	Outcome, product centred
Student initiated	**Motivation**	Faculty initiated
All students	**Inclusivity**	Selective
Curriculum based	**Setting**	Co-curricular fellowships
Team or group	**Collaboration**	Individual
Original to the student	**Originality**	New knowledge
Multi-or interdisciplinary	**Content**	Discipline based
Campus/community audience	**Audience**	Professional audience

Small group discussion

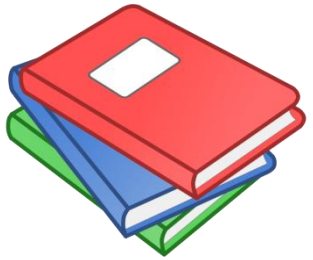
- **'How could we partner with students in research at Craven College?'**
- 20 minutes discussion (assign someone to keep track of time)
- 5 minutes to decide on key points to feedback to the whole group
- Nominate someone from your group to feedback

Time for
Feedback

Action planning

- Do you have existing research students could partner you in?
- Which students?
- What module?
- When?
- What would the assignment be? Written? Poster? Presentation?
- Do you have ideas for external partners?

References



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- Spronken-Smith, R. A., et al. (2013). Completing the research cycle: A framework for promoting dissemination of undergraduate research and inquiry Teaching & Learning Inquiry. *The ISSOTL Journal* 1 (2) 105- 118.

If you would like a copy of this Power point, or further details about the ‘Contributing to the Evidence Base’ module or assignment and teaching materials please email me:

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