



Health Promotion Research Centre

Research Activities

January to December 2021



Table of Contents

Welcome	4
WHO Collaborating Centre for Health Promotion Research	6
Our Projects	9
Health Behaviour in School-aged Children (HBSC) Ireland	10
Exploring the world of food – the perspective of families with children	12
Measurement of sex, gender and sexual minority status in the HBSC study	14
A landscape and knowledge gap analysis of research conducted on sexual and gender minority youth	16
Supporting the delivery of training in youth mental health promotion	18
Monitoring the implementation of the MindOut programme in post-primary schools in Mayo	20
A rapid review of the evidence on antisocial behaviour	22
Mental health promotion interventions and supports provided by voluntary organisations to workplaces	24
Promoting compassion, care and well-being in healthcare students through Schwartz Rounds	26
Evidence synthesis of impact of mental health promotion	28
Progressing action on effective ways of developing health literate organisations	29
Health literacy competences to improve respectful and compassionate care in Tanzania (HEALCARE)	30
Engaging people with limited literacy skills in health service research	32
‘Eye of the storm’ promoting staff well-being during the COVID-19 pandemic	34
PReventing and confronting AGRESSive behaviour of older people in long-term care (PRAGRESS)	36
Diabetic Foot Disease: from PRevention to treatment to IMproved patient Outcomes (DFD PRIMO)	38
Social care work: Contexts and perceptions of professionalisation and public and professional standing.	40
Collaborative Work	41
Schooling during COVID-19	42
Health promoting actions on campus: A demonstration project	43
COVID-19 response in the African region and India	44
European Connected Health Alliances - Webinar	45
Health literacy intervention in speech and language therapy for adults	45
To support the WHO Europe Regional Office for Child and Adolescent Health	46
People-Planet-Health	47
Annual conference 2021	49
Coming soon!	50
Our Team	51
Our staff	52
Congratulations	52
International Advisory Board	53
Health Promotion Masters dissertation list	54
PhD graduates	55
Dissemination	56
2021 Dissemination overview	57
Seminar series	60
Five Year Dissemination Overview	61
Publications	62
Presentations	67
Current Project Grants	70
Contact Us	72

I am delighted to showcase our local, national and international work in this 2021 annual report which illustrates some of our excellent work that met the needs of communities, populations, service providers and academic scholarship throughout this year.

While we thought 2021 would bring us all back on campus, the COVID-19 pandemic meant that many of us continued to work from home for the first half of 2021. We have now adapted to a hybrid model of working that enables us to work collaboratively and deliver innovative and impactful health promotion research. This report offers a snapshot of our funded research projects and also demonstrates our collaborative work with organisations and communities. We work across many settings and systems and countries to ensure our work impacts both practice and policy. The descriptions on how we embed Knowledge Translation in our projects has been included to demonstrate our commitment to translating our research into practice and policy.

A huge success in 2021 was our 25th annual health promotion conference. This was our second virtual conference, which was chaired by Drs Jane Sixsmith and Victoria Hogan and held on 24th June 2021. In association with our partners, Department of Health, the Health Service Executive and the Association for Health Promotion Ireland, we were delighted to invite our 224 delegates. The focus was on 'Health Promotion through E-health: challenges and opportunities'. While we missed meeting each other face to face and networking over coffee and lunches, the online aspect of this event widened our reach and impact.

The 'Population Health' seminar series, co-hosted with our colleagues in the Health Behaviour Change Research Group, the HRB Primary Care Clinical Trials Network Ireland and the PPI Ignite team was a great success in 2021. We will continue to host these seminars online as it has enabled more people to attend and engage with the series. Presentations are available to view on www.nuigalway.ie/hprc/news/virtualeminarseries/



2021 was the end of our four year (2017-2021) designation as a World Health Organization (WHO) Collaborating Centre for Health Promotion Research. We delivered on numerous projects related to promoting population mental health and wellbeing, action on effective ways of developing health literate organisations and healthy cities and communities, and contributing to developing the European Child and Adolescent Health strategy. Much of this work contributes to advancing the Sustainable Development Goals. We have also submitted an application for re-designation of the Centre for 2021-2025.

The COVID-19 pandemic prevented us from hosting visiting academics and research fellows but we succeeded in hosting virtually students on placement with the Centre. We look forward to 2022 when we can welcome our visitors' in-person once again.

The success of the Centre rests with our incredible staff who have once again delivered high quality health promotion research that impacts on policy and practice. I am extremely grateful for everyone's contribution over the past year. In particular, Dr Viv Batt, our Administrative Director, deserves special recognition and appreciation for her unwavering support in 2021.

Professor Colette Kelly Director, 2021 Health Promotion Research Centre



Our Values

Our Health Promotion research activities are underpinned by the values of equity, empowerment, sustainability and are inter-sectoral and holistic.

They are in line with the NUI Galway's strategic plan (www.nuigalway.ie/strategy2025), which is built on core values that define our university's purpose and priorities.

WHO Collaborating Centre for Health Promotion Research



Following our re-designation as a World Health Organization (WHO) Collaborating Centre in 2017, we have worked over the last four years in supporting the WHO work programme at WHO Headquarters in Geneva and at the WHO Regional Office for Europe. The core focus of the work plan has been on developing health promotion capacity through the translation of health promotion research into policy and practice. An application for 2021-2025 re-designation has been submitted.

Our terms of reference 2017-21 are:

To support the WHO in implementing the Shanghai Declaration (WHO, 2016) through providing technical support on evidence informed health promotion actions to achieve the Sustainable Development Goals (SDGs) (UN, 2015).

During 2021 this constituted a number of activities including the following:

Developing intersectoral action for promoting population mental health and wellbeing (with reference to SDG3.4).

The process of developing a national plan on promoting population mental health and wellbeing was documented, outlining the process involved and the lessons learned. The development of this plan forms part of delivering on the intersectoral Healthy Ireland National Framework and the Connecting for Life national suicide prevention strategy. A case study was produced, in collaboration with colleagues from the Health Service Executive, which describes the framework and engagement process used in developing the plan at a national level and identifies the opportunities and challenges experienced. The case study, which will be published following the launch of the plan in 2022, draws out the lessons learned in order to inform others engaging in a similar process.

Progressing action on effective ways of developing health literate organisations.

This activity builds on work undertaken on the development and implementation of a health literacy action plan in a regional hospital setting and seeks to draw out learning concerning the scaling up of health literacy policy development at an organisational level. Activities continued in 2021 with the regional hospital health literacy committee undertaking a review of the existing policy. This involved interviews with members of the committee. Based on the results of the interviews, elements of the policy are being amended. The committee is also developing its overall five-year plan.

Contributing to advancing the Sustainable Development Goals (with particular reference to SDG 11) through developing knowledge resources for effective action in partnership with Healthy Cities and Communities.

A networking event was organised in 2020 to support the WHO in implementing the Shanghai Declaration: Contributing to advancing the Sustainable Development Goals through developing knowledge resources for effective action in partnership with Healthy Cities and Communities. Post-conference collaborative partnerships with national bodies and frameworks continue to be maintained and developed to inform and improve structural and contextual factors of urban life and active living.

Supporting the WHO Europe Regional Office implementation of 'Investing in Children: Child and Adolescent Health Strategy 2015- 2020'.

This activity provides technical support and guidance on the WHO Europe Child and Adolescent Health Strategy and the improvement of processes to maximise positive outcomes for young people. Working closely with policy-makers in the national Ministries of Health and of Children, Equality, Disability, Inclusion and Youth, and with staff in the Health Services, policy-oriented guidance on child and adolescent health behaviours, outcomes and determinants have been developed, designed and disseminated. Materials for advocacy on child and adolescent health have also been produced and disseminated in liaison with third sector organisations in the community.



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Exploring the world of food – the perspective of families with children	12
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Health Behaviour in School-aged Children (HBSC) Ireland



Principal Investigators: Professor Saoirse Nic Gabhainn and Professor Colette Kelly
Researchers: Ms Aoife Gavin, Dr András Költő, Dr Elena Vaughan, Mr Eoin Dennehy and Ms Larri Walker
Funder: Department of Health

Health Behaviour in School-aged Children (HBSC) is a cross-national research study conducted in collaboration with the WHO Regional Office for Europe. The HBSC study runs on an academic four-year cycle (www.hbsc.org). HBSC collects information on the key indicators of health, health attitudes and health behaviours, as well as the context of health for young people. The study was established in 1982. There has been a constant growth in the number of participating countries in the HBSC network: internationally, HBSC currently includes 50 countries from North America and the WHO European Region. Researchers from NUI Galway, with the leadership of Professor Saoirse Nic Gabhainn, joined the network in 1994, with the first data collection taking place in 1998. The 2018 survey was the sixth time that Ireland has been involved in this international collaborative study.

Aim and Objectives

Both the national HBSC team and the international research network aim to: gain new insight into young people's health and well-being; understand the social determinants of health; and to inform policy and practice to improve young people's lives.

Design/Methods

The HBSC study is conducted in schools with data collected through self-completion questionnaires administered by teachers in the classroom. The survey instrument is a standardised questionnaire developed by the international research network, which is supplemented by questions on issues of national importance for practice and policy development. The survey is administered to a representative sample of 11-, 13- and 15-year-old students in each participating country. In Ireland, primary (3rd-6th class) and post-primary (years 1st-5th) school pupils take part in the survey, thus children aged 9-17 years are represented in the sample. The most recent national data collection took place in 2018, with 15,557 students responding from 255 schools.

Public Patient Involvement

Young people actively participate in various stages of the HBSC research cycle, from formulating research and survey questions to prioritising topics for dissemination. In 2021 workshops were conducted with post-primary school students to discuss which topics should be prioritised for inclusion in the 2022 HBSC study.

Results: HBSC Ireland in 2021

Last year the main tasks for the HBSC Ireland Team were: prepare and launch the Irish HBSC trends report (1998-2018); produce research factsheets, data visuals and short reports for practitioners and policy makers. The team also focused on preparation for the 2022 HBSC study, developing new areas of investigation.

Dissemination

The third Trends report from HBSC Ireland was launched in January 2021. Findings from the HBSC Ireland study were presented in 21 peer-reviewed journal articles, nine national and five international reports, including monographs from the European Institute for Gender Equality, UNICEF and the OECD. Team members made nine presentations at national and international conferences. Three MA theses (Margaret O'Donnell, Eoin Dennehy and Noreen Burke) using HBSC Ireland data were completed and successfully examined in 2021.

Knowledge Translation

The HBSC Ireland Team is involved in several forms of knowledge translation, addressing various topics on adolescent health and across different audiences. HBSC Ireland operates a knowledge translation helpdesk to respond to data requests from health authorities, local governments and fellow researchers. We continued work on the Short Report series and the provision of specific requested analyses from government, NGO and the community sector.

All outputs from HBSC Ireland are available at www.nuigalway.ie/hbsc, including submissions to the Sexual Health Strategy group and the Women's Health Task force of the Department of Health. In 2021 HBSC indicators were included in the Well-being Framework for Ireland produced by the National Economic and Social Council and the Department of the Taoiseach. We also launched a series of six factsheets and 26 Data Visuals (see <https://www.nuigalway.ie/hbsc/datavisuals>) to facilitate data use. The HBSC Ireland twitter page (@hbscireland) reports regularly on our outputs and their impact.



Exploring the world of food – the perspective of families with children

Principal Investigator: Professor Colette Kelly

Collaborators: Professor Jayne Woodside and Professor Michelle McKinley (Queen's University Belfast), Dr Janas Harrington and Dr Marita Hennessy (UCC); Dr Caroline Heary and Ms Edel Murphy (NUI Galway), Ms Denise Cahill (Health Promotion, Cork)

Researchers: Ms Divya Ravikumar (NUI Galway), Dr Elena Vaughan (NUI Galway) and Dr Eleni Spyreli (Queen's University Belfast)

Funder: Safefood, the Food Safety Promotion Board

Introduction

Parents are influenced by numerous factors when deciding what, where and when to eat with their children. These competing and interacting factors include psychological, social and environmental influences that parents must navigate and respond to. The role of social and physical environments in determining food choice is now recognised as equal if not more important than individual behaviour; such environments vary considerably and contribute to nutritional health inequalities. It has also been suggested that the built environment may have a stronger effect among those of low socio-economic status, as they must tolerate the default options in their communities.

Aim

This study aims to understand how families at a disadvantage make decisions about meals and snacks when a multitude of factors are at play.

Objectives

- To work collaboratively with a panel of parents on the project research questions, recruitment and dissemination.
- To synthesize the qualitative literature on parental perspectives of the micro-environmental factors that influence food decisions among low-income families
- To explore the micro-environmental context in which low-income families make decisions about the food they prepare and eat.
- To identify the major food decision points (i.e. meals, snacks), the settings in which they occur and the context trigger points, by family type.

Methods

Qualitative interviews were held with twenty-eight parents from across the island of Ireland, with twelve interviews carried out in Northern Ireland and sixteen interviews in the Republic of Ireland. Photovoice

and creative mapping methods were used, whereby parents were requested to take photos and draw maps of their food environments. As a consequence of the COVID-19 pandemic and the ensuing public health restrictions, it was not possible to carry out the interviews in person as initially planned. Instead interviews were carried out via online meeting applications. An inductive approach to analysis was used and the findings were mapped onto Bronfenbrenner's Social Ecological Theory Model.

Results

At the *individual level*, family food choices were driven largely by the needs and preferences of children across different developmental stages, what they would or would not eat, specific dietary demands and perceived nutritional needs. At the *microsystem level*, friends, neighbours and family, as well as family composition and family support were found to be salient factors that shaped food decisions. At the *mesosystem level*, schools and childcare facilities were found to be important food environments in the lives of children and local context in respect of proximity and availability of shops and outlets also mediated food decision-making processes. At the *exosystem level*, government policies, economic factors that determined budget availability, working conditions that determined time available, corporate policies and the internet and social media were all found to shape and constrain choices around food for families. *Macrosystem* factors such as overarching cultural values and beliefs mediated attitudes to food and educating children about food. Lastly, *chronosystem* factors revolved around the outsized impact that the COVID-19 crisis has had on life, specifically altering patterns of food purchasing, food-related practices and consumption.

Patient Public Involvement

Parents played an active role in designing the study materials and in recruitment. Parents on the panel reflected the parents recruited for the study, (i.e. parents living on a tight budget). The parent group were also involved in discussing recommendations for action, resources needed and dissemination of the study findings.

Knowledge Translation

A report has been submitted to Safefood, with an accompanying video to disseminate the findings. The report will be launched in 2022.

Dissemination

Ravikumar, D., Spyreli, E., Woodside, J., McKinley, M. & Kelly, C. (2021). Parental perceptions of the food environment and their influence on food decisions among low-income families: a rapid review of qualitative evidence. *BMC Public Health* 22(1), 1-16.

Spyreli, E., Woodside, J., McKinley, M. & Kelly, C. (2021). A qualitative exploration of the impact of COVID-19 on food decisions of economically disadvantaged families in Northern Ireland. *BMC Public Health* 21(1), 1-16.

Vaughan, E., McKinley, M., Woodside, J. & Kelly, C. (2021). *Exploring the World of Food: the perspectives of families with children*. Submitted to Safefood, March 2021.

Measurement of sex, gender and sexual minority status in the HBSC study

Measurement of sex, gender and sexual minority status in the Health Behaviour in School-aged Children study: a pilot investigation

Principal Investigator: Dr András Költő

International Collaborators: Mr Ace Chan (University of British Columbia, Canada), Ms Esther Ciria-Barreiro (University of Seville, Spain), Dr Honor Young (Cardiff University, Wales), Dr Malachi Willis (University of Glasgow, Scotland), Dr Concepcion Moreno-Maldonado (University of Seville, Spain), Dr Jo Inchley (University of Glasgow, Scotland), Professor Elizabeth M. Saewyc (University of British Columbia, Canada), Professor Saoirse Nic Gabhainn (NUI Galway)



Background

Since being established in 1982, the Health Behaviour in School-aged Children (HBSC), a WHO collaborative cross-cultural study, used a single question to determine the sex/gender of participants: 'Are you a boy or a girl?', with the response options 'A boy' / 'A girl'. While gender is a central element of the HBSC work – most of the analyses are reported in gender breakdowns – this item, has its challenges. It does not differentiate between birth-registered sex and gender identity. Neither does it reflect the experiences of transgender participants (whose birth-registered sex and gender identity do not match). Finally, it excludes participants with other gender identities, such as non-binary or genderqueer. A further gap in HBSC is that there are no standardised, cross-culturally validated questions in the survey that would enable the classification of LGBT+ participants based on their self-identified sexual orientation. To overcome these challenges, in 2017 the HBSC International Coordinating Centre appointed a working group to carry out a study among national HBSC teams and develop an alternative or supplementary set of survey questions. The working group is led by Dr András Költő (NUI Galway). The group set out a systematic approach which aimed to have high quality items included in the HBSC 2022 study. This included surveying research teams in all HBSC countries, conducting analysis on existing measures used in some countries, and reviewing the international literature on measurement of gender identity and sexual orientation.

Aim and objectives

After collecting insights from national teams and reviewing the best available evidence, the working group developed a set of items on birth-registered sex, gender identity and sexual orientation. Six countries (Canada, England, Ireland, Scotland, Spain, and Wales) joined the pilot study that aimed to test these items among adolescents aged 13-18. Specifically, we aimed to investigate response rates and patterns, and the understandability, answerability and acceptability of the new items.

Design and methods

A pre-registered study protocol was published (Költő et al., 2021). Data collection was carried out using the online survey platform Qualtrics. Participants aged 13-18 years and identifying as LGBT+ were recruited via local and national youth organisations. The pilot study was approved by national research ethics boards in each country.

Results

In sum, 754 responses were obtained from young people in Ireland. Analysis and dissemination of the findings are ongoing.

Dissemination

Költő, A., Ciria Barreiro, E., Chan, A., Taylor, A. B., Willis, M., Young, H., Inchley, J., Moreno-Maldonado, C., Saewyc, E. M., & Nic Gabhainn, S. (2021). *Pre-registered protocol: Asking about sex, gender and youth : A pilot study*. OSF Registries. <https://doi.org/10.17605/OSF.IO/3CPKZ>



A landscape and knowledge gap analysis of research conducted on sexual and gender minority youth

Principal Investigators: Professor Saoirse Nic Gabhainn and Professor Colette Kelly

Researchers: Dr András Költő, Dr Elena Vaughan and Professor Elizabeth Saewyc (University of British Columbia, Canada)

Funder: Department of Children, Equality, Disability, Integration and Youth (DCEDIY)

Background

Lesbian, Gay, Bisexual, Trans, Intersex and other Sexual and Gender Minority (LGBTI+, SGM) individuals experience inequality, injustice and marginalisation in several dimensions of life. Research evidence shows that LGBTI+ people have poorer health across multiple indicators compared to their peers. These disparities are rooted in adolescence, when most Sexual and Gender Minority individuals are beginning to discover and adjust to their identities. Because negative life experiences in childhood and adolescence may have long-lasting impact on health and wellbeing, it is essential the inequalities and marginalisation SGM youths experience are addressed effectively and systematically. However, it has been recognised that many studies maintain a 'victimising' narrative on SGM youth, and factors which help them to build resilience in face of adversities and positive aspects of their lived experiences are largely neglected. Therefore there is a need for a more balanced approach which does not downplay SGM young people's health inequalities but seeks to empower and help them developing a happy and fulfilling life.

Aims and objectives

In 2018, the Department of Children, Equality, Disability, Integration of Youth (then Department of Children and Youth Affairs) in the Republic of Ireland published the LGBTI+ National Youth Strategy 2018-2020, the world's first governmental strategy dedicated to improving the lives of Sexual and Gender Minority young people. The DCEDIY commissioned the Health Behaviour in School-aged Children (HBSC) Ireland Research Team, located at the Health Promotion Research Centre, National University of Ireland Galway, to map and analyse research carried out in Ireland (and more broadly, in Europe) regarding LGBTI+ young people's lives and to identify gaps in existing knowledge.

Design and methods

The landscape and knowledge gap analysis is based on a scoping review methodology (Költő, Vaughan, Ravikumar, Kelly, O'Sullivan, Saewyc, & Nic Gabhainn, 2019). Empirical studies published in peer-reviewed outlets, grey literature and datasets were synthesised. In total, 127 pieces of evidence were identified from Ireland and other European countries (individual studies and data) and from Europe and North America (reviews and meta-analytic investigations).

Patient/Public Involvement

The main report on the findings was published in May 2021. The report was launched by Minister Roderic O'Gorman, T.D. (Department of Children, Equality, Disability, Integration and Youth). Different stakeholder groups were invited to the online event, of whom more than 140 attended. Following the report launch, five stakeholder workshops were conducted by members of the research team and officers of the Department, to obtain insights and suggestions from:

- LGBTI+ young people
- Educators
- Service providers
- Policy-makers
- Researchers.

Knowledge Translation

Beside the main report and the stakeholder consultations, the results have been presented at a number of academic conferences. A peer-reviewed journal article is being prepared for the scientific community.

Dissemination

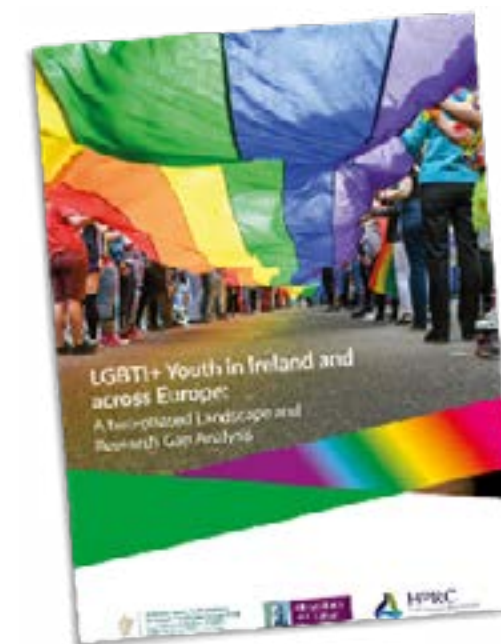
The main report is published, access it here: <https://tinyurl.com/lgbtilandscapereport>. A series of short reports, featuring feedback from the stakeholder groups, will be published by the Department in early 2022.

Költő, A., Vaughan, E., O'Sullivan, L., Kelly, C., Saewyc, E. M., Nic Gabhainn, S. (2021). *LGBTI+ Youth in Ireland and across Europe: A two-phased landscape and research gap analysis*. Dublin and Galway, Ireland: Department of Children, Equality, Disability, Integration and Youth and NUI Galway. <https://doi.org/10.13025/wpbs-nw37>

Költő, A. (2021). Developmental assets and resilience in gender minority youth: Towards a balanced research agenda. Workshop at the *14th European Public Health Conference* (online). 10–12 November 2021. *European Journal of Public Health*, 31(Suppl 3), ckab164.597. <https://doi.org/10.1093/eurpub/ckab164.597>

Költő, A., Vaughan, E., O'Sullivan, L., Kelly, C., Saewyc, E. M., & Nic Gabhainn, S. (2021). LGBTI+ Two-phased landscape and research gap analysis. Presentation at the *British Psychological Society Psychology of Sexualities Section's Annual Conference* (online), 24 June 2021. <https://doi.org/10.13140/RG.2.2.17982.00324>

Vaughan, E., Költő, A., Ravikumar, D., Kelly, C., & Nic Gabhainn, S. (2021). Gender minority youth: Shifting the paradigm from risk to resilience. Presentation at the *14th European Public Health Conference* (online). 10–12 November 2021. *European Journal of Public Health*, 31(Suppl 3), ckab164.598. <https://doi.org/10.1093/eurpub/ckab164.598>



Supporting the delivery of training in youth mental health promotion

Principal Investigator: Professor Margaret Barry

Researchers: Dr Tuuli Kuosmanen and Dr Katherine Dowling

Funders: Jigsaw and the National Youth Council of Ireland (NYCI)

Background

This project concerns the development of online education materials to support the delivery of training for youth and community workers in the concepts and practice of youth mental health promotion. These materials are intended for youth and community workers who wish to acquire knowledge and skills related to planning and implementing youth mental health promotion interventions, leading to the development of a Specialist Certificate in Youth Mental Health Promotion in NUI Galway, working in collaboration with Jigsaw and the National Youth Council of Ireland.

Aim and objectives

The project aims to develop a national training and education resource for developing capacity and competencies within the youth sector in promoting youth mental health and wellbeing. The materials are designed to support participants in gaining an understanding of the following:

- The concepts and principles of youth mental health promotion
- The determinants, risk and protective factors for positive youth mental health and wellbeing
- The practical implementation of evidence-based youth mental health promotion interventions in the youth work context
- The skills and competencies for the effective implementation of youth mental health promotion in the youth work sector, based on principles of evidence-based practice.

Programme Development

The development of the programme materials is undertaken by the project researchers who plan, write and co-ordinate the development of the online course materials, working in collaboration with Jigsaw and NYCI. An Advisory Group oversees the project development and advises on the final content and presentation of the materials. The materials are produced in an online format and are supported by the international textbook *Implementing Mental Health Promotion* (Barry, Clarke, Petersen & Jenkins, 2019), together with specialist texts and resources on promoting youth mental health and wellbeing in the youth work setting.

Knowledge Translation

The Specialist Certificate in Youth Mental Health Promotion programme was launched in September 2021. The programme is delivered by Jigsaw and NYCI through blended learning and is accredited by NUI Galway. This part-time programme is the first of its kind in Ireland and supports the aim of providing specialist training in mental health promotion to youth and community staff who work with young people. This part-time programme is of one academic year duration with online course materials for self-study accompanied by face-to-face/online instruction through workshops and onsite delivery in selected locations.



Unit 1: Introduction to Mental Health Promotion

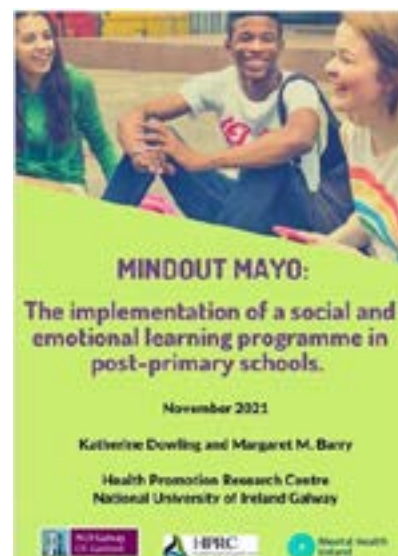


Unit 2: Promoting Youth Mental Health and Wellbeing



Unit 3: The Youth and Community Setting for Mental Health...

Monitoring the implementation of the MindOut programme in post-primary schools in Mayo



Principal Investigator: Professor Margaret Barry

Researcher: Dr Katherine Dowling **Funder:** Mental Health Ireland (MHI)

Partners: Mental Health Ireland (MHI), Mayo Mental Health Association

Funder: (MHA), Mindspace Mayo, Health Service Executive (HSE)

Background

A partnership to support the implementation of the MindOut programme in Mayo schools was established by Mental Health Ireland with Mayo MHA, Mindspace Mayo, the local Mental Health Ireland Development Officer, and with support from HSE Health and Wellbeing who provided advice, guidance and additional training for the teachers involved. This evaluation study was commissioned by Mental Health Ireland in this context. The MindOut programme is a social and emotional learning (SEL) programme that was developed by the Health Promotion Research Centre, NUI Galway and the HSE Health Promotion and Improvement Department, and is designed to strengthen young people's (15-18 years) social and emotional skills and improve their overall mental health and wellbeing.

Aim and objectives

The current study seeks to monitor the implementation of the MindOut programme for post-primary students in Mayo schools and highlight the key factors which lead to higher quality implementation in schools. The key objectives of this study are:

- To monitor participating schools' level of implementation quality across several implementation dimensions (e.g., dosage, adherence, adaptation, quality of delivery, participant responsiveness).
- To identify the contextual factors that impact on implementation quality based on a guiding implementation framework (Consolidated Framework for Implementation Research - CFIR).
- To propose strategies that can target these influencing factors in order to enhance future implementation quality of the programme.

Design and methods

This study involved a process evaluation, employing a mixed methods approach to investigate the implementation of the MindOut programme in post-primary schools in county Mayo. Data were collected from teachers, principals and students across three different time-points: pre-delivery, delivery and post-delivery. This study draws on a variety of different quantitative and qualitative research methods from multiple sources (questionnaires, weekly reports, focus groups, interviews). This research was carried out with six schools and is based on data collected from teachers (n=11), school principals (n=6) and students (n=88) across the six school locations. Implementation indicators were developed to assess the core implementation dimensions and qualitative data were analysed to identify contextual factors that might have facilitated or hindered implementation quality of the programme.

Results

There was clear variability between schools across each of the implementation dimensions. Codes and themes that emerged from the data were related to 23 of the 39 CFIR constructs across all five domains (Characteristics of the Innovation; Characteristics of the Individual; Inner Setting; Outer Setting and Process). One additional domain 'Characteristics of the Participants' and four additional constructs (Relevance; Delivery Methods; Provider-Participant Relationship; and External Environment) were added based on the study data.

Discussion

The provision of implementation support by local partners was highlighted as a core factor in supporting schools to deliver the programme, especially during such a challenging year with closures and disruptions due to the COVID-19 pandemic. Several other strategies were also identified which aim to strengthen facilitating factors, while reducing the presence of barriers to implementation. A combination of these strategies, alongside a strong implementation support system, are recommended for high quality implementation and maximising programme impact.

Knowledge Translation

The findings from this study were disseminated at a national webinar, which included a range of attendees across the health, education and community sectors. Key stakeholders, including school staff, health promotion officers, mental health services staff, researchers and representatives of public bodies were in attendance. The webinar also included a video developed by Mayo Mental Health Association giving an overview of the partnership project and the MindOut programme and featured the voices of students, teachers, and principals participating in the programme.

Dissemination

Full Report: <https://www.mentalhealthireland.ie/wp-content/uploads/2021/11/MindOut-Mayo-Full-Report-November-2021-FINAL.pdf>

Executive Summary: https://www.mentalhealthireland.ie/wp-content/uploads/2021/11/MindOut-Mayo-Executive-Summary_Full-November-2021_FINAL.pdf

Video: <https://www.youtube.com/watch?v=6lLs7gZY8nk>; Recorded Webinar: https://www.facebook.com/watch/live/?ref=watch_permalink&v=4535681873217511



A rapid review of the evidence on antisocial behaviour

Principal Investigator: Professor Saoirse Nic Gahbainn and Professor Colette Kelly

Researchers: Dr Elena Vaughan, Mr Eoin Dennehy

Funder: Department of Justice

Background

Anti-social behaviour (ASB) is a broad term often used to describe a range of actions and behaviours that violate social norms in specific contexts. Anti-social behaviours are often associated with youth, however this is not an issue that is singularly confined to young people. Anti-social behaviours can have a negative impact on individuals, families and communities, affect mental and physical and well-being and are associated with considerable social and fiscal costs to society.

Aims

The purpose of this review was to gather and synthesise all high quality peer-reviewed international and national literature on anti-social behaviour, in order to help inform policy development in relation to anti-social behaviour in Ireland.

Methods

A rapid review approach was used for this evidence review. A total of 3,085 studies were identified. A Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) flow diagram was used to keep track of records. Independent screening against inclusion/exclusion criteria was conducted by two reviewers. The Critical Skills Appraisal Programme (CASP) was applied to assess quality and to act as an additional screening process. Sixty-five pieces of peer-reviewed literature were included in the final analysis for narrative review.

Findings

The results of the review highlighted the following findings:

Definitions of anti-social behaviour

Definitions of ASB vary widely across the literature and other sources and there is no commonly agreed definitive definition. Legal and policy definitions in Ireland tend to align with those of the UK, however even within Ireland, there are varying definitions used across different policy and legislative texts, both nationally and regionally. Similar ambiguity and variance exists across the gathered peer-reviewed literature, with the term anti-social behaviour operationalised differentially depending on discipline, geographic region and context.

Perceptions of anti-social behaviour

Studies on perceptions of ASB in Ireland are sparse. The evidence that does exist suggests that the majority of people in Ireland do not view it as a very big issue, however some people feel greatly affected by it. Studies outside of Ireland show that ASB is typically a problem associated with young people, and young people are more likely to be perceived as perpetrators rather than victims. There is some evidence to suggest that people living in disadvantaged areas, those that are socially isolated or marginalised, and people with poorer health are more likely to perceive ASB as a problem.

The impacts and effects of anti-social behavior

The evidence base on the effects and impacts of ASB on communities, the wider public and on society is very poorly developed. The little evidence that exists suggests that anti-social behaviour may have the effect of excluding members of the community from spaces in their neighbourhoods and may impact on quality of life.

Underlying factors for anti-social behaviour

There is strong evidence to suggest that a confluence of factors at the individual, family, peer, community (neighbourhood and school) and wider societal level are implicated in the manifestation of anti-social behaviours. These include personality traits, genetic and epigenetic factors; exposure to violence, family conflict and the absence of positive parenting practices; neighbourhood deprivation, neighbourhood disorder and high levels of neighbourhood crime; low educational attainment, an unstable school environment; social deprivation and poverty, lack of employment opportunities, and in certain contexts/jurisdictions, contact with the justice system.

Approaches to addressing anti-social behaviour

Complex family and community based interventions were identified as being effective in addressing and preventing anti-social behaviour. The majority of the approaches highlighted as effective were based on social-ecological theoretical frameworks, such as functional family therapy (FFT), multi-systemic therapy (MST) and other similar approaches. There was a lack of evidence for the effectiveness of juvenile justice approaches, however comparison of juvenile justice systems is complicated by the practical, operational and ideological differences of such systems across jurisdictions.

Dissemination

A report on the findings is being launched by the Minister for State (Justice) at the Department of Justice in May 2022. A manuscript is being prepared for publication in a peer reviewed journal.

Mental health promotion interventions and supports provided by voluntary organisations to workplaces

Principal Investigators: Professor Margaret Hodgins and Professor Margaret Barry

Researchers: Dr Tuuli Kuosmanen and Ms Tosca Keppler

Commissioned by: National Office of Suicide Prevention (NOSP) and the Health Service Executive

Funded by: Healthy Ireland

Background

The workplace is recognised as an important setting for promoting mental health and wellbeing. This research was commissioned to inform the implementation of the National Healthy Workplace Framework, which aims to drive engagement and effective approaches to health and wellbeing in all workplaces in Ireland. The framework is endorsed by the Department of Health's Sharing the Vision mental health policy (2020) and in The Consultation Report, compiled by the Institute of Public Health (2018), which highlighted that mental health was deemed the most important issue among respondents, and noted that stress and mental health present major challenges for Irish workplaces. This research investigated the involvement of the voluntary sector, in order to support its critical role in partnership working to advance these national policies.

Aim and objectives

The aim of this project is to map the range of mental health promotion supports and services that are offered by the voluntary sector to workplaces and to identify the most effective and feasible evidence-informed approaches that could be adopted to promote the mental health and wellbeing of workers in the Irish context.

Objectives of the study

- To identify key mental health organisations in the voluntary sector who provide supports to workplaces.
- To map the type and level of supports provided, including but not limited to: educational packages, workshops, training, advice, awareness events, strategy building, mental health literacy, structured programmes, and assistance in the evaluation of initiatives.
- To undertake a rapid review of the international evidence with regard to models of good practice in the provision of mental health promotion initiatives in the workplace, in order to assist voluntary organisations to maintain a high level of evidence-informed practice.

Design and methods

The research entailed two separate studies. Firstly, a synthesis of the international evidence was undertaken, based on a rapid review of systematic reviews, meta-analyses and selected individual studies on the effectiveness of interventions to promote mental health in the workplace. Some 43 reviews

published in the last 10 years (2010-2020) were selected to provide the best available evidence regarding the most robust and sustainable interventions that could be feasibly implemented in Irish workplaces. Secondly, a mapping study was undertaken using electronic surveys and virtual consultations, with eighteen mental health voluntary organisations involved in the provision of support to workplaces.

Results

The findings from the rapid review demonstrate that a wide range of interventions can be successfully implemented in workplaces to promote employee mental health and wellbeing, reduce mental health related stigma and improve work related outcomes. The mapping study found that a wide variety of activities and supports are being provided to workplaces by mental health voluntary organisations, a number of which align with evidence-based practice. Further opportunities to increase evidence-based approaches were uncovered and based on the study findings, a number of recommendations were made.

Knowledge Translation

Findings from the rapid review and mapping of existing voluntary sector services were presented to the Advisory Board along with an integration report, which demonstrated where existing services align with best practice and where there are opportunities for further alignment. The research team provided specific, actionable recommendations in the report and held a virtual consultation with representatives of the National Office of Suicide Prevention and the Department of Health. This consultation allowed for a practical discussion of the research findings and recommendations through the lens of guiding implementation of the National Healthy Workplace Framework.

Dissemination

Keppler, T., Kuosmanen, T., Hodgins, M., Barry, M.M. (2021). *Mental Health Promotion Interventions and Supports Provided by Voluntary Organisations to Workplaces*. Health Promotion Research Centre, National University of Ireland Galway.

Keppler, T., Kuosmanen, T., Hodgins, M., Barry, M.M. (2021). *Mental Health Promotion Interventions and Supports Provided by Voluntary Organisations to Workplaces: Executive Summary*. Health Promotion Research Centre, National University of Ireland Galway



Promoting compassion, care and well-being in healthcare students through Schwartz Rounds

Principal Investigator: Dr Catherine Anne Field

Researchers: Ms Eimear Burke, School of Nursing and Midwifery, National University of Ireland Galway; Dr Rosemary Geoghegan, School of Medicine, National University of Ireland Galway; Dr Ruth McMenamin, School of Health Sciences, National University of Ireland Galway

Funder: Irish Network of Healthcare Educators (INHED) and the Irish Medical Council.

Background

Working in a healthcare setting can be challenging for all staff due to long hours, sick populations and high turnover of staff which can lead to healthcare staff becoming emotionally exhausted and burnt out. Healthcare students are at a greater risk due to the early stage of their career and the added burden of exams and assessment. This academic year (2020/21) has brought even more uncertainty to healthcare students with a pivot to online learning, a reduction in clinical placements, as well as social isolation and a disruption to the usual college experience.

Aim and objectives

Schwartz Rounds are an initiative which allow staff to talk about the emotional aspects of work in a safe space and are open to everyone, they have been found to improve staff well-being and increase a sense of teamwork. This pilot project developed Schwartz Rounds specifically for healthcare students of medicine nursing and health science.



Sample poster for students

Design and methods

The pilot project is currently at the design and implementation phase.

Findings

Feedback is collected from students after each round. Initial feedback from participants in the pilot have shown promising results with students expressing thanks for such a relevant and unique initiative. The team are designing an evaluation of the development and implementation of this intervention.

Dissemination

A paper is being prepared on the development of this initiative.

Patient Public Involvement

The Students Schwartz Rounds adopted a participatory approach adopting the principles of Public and Patient Involvement (PPI) and the evaluation will also be participatory in nature. This involved the establishment of a 'student advisory panel' led by students from across the undergraduate healthcare programmes. The project was also peer reviewed by the NUI Galway PPI Ignite Advisory Panel.

Knowledge Translation

The programme is still in the development and implementation phase but the team have plans to publish in scientific journals and present at various conferences such as the annual Schwartz Conferences and medical education meetings such as INHED and AMEE.

Photo of the first student advisory panel meeting



Evidence synthesis of impact of mental health promotion

Principal Investigator: Professor Margaret Barry

Researchers: Dr Tuuli Kuosmanen, Ms. Tosca Keppler and Dr Katherine Dowling

Commissioned by: Department of Health

Funded by: Healthy Ireland

Background

This project concerns the production of an evidence synthesis on the impact of mental health promotion interventions that will support the development of a National Mental Health Promotion Plan by the Department of Health, in the context of the Healthy Ireland Strategic Action Plan 2021-2025 and the implementation of Sláintecare. There is a growing body of international evidence which indicates that interventions that promote population mental health and wellbeing, when implemented effectively, can produce long-term benefits for individuals, families, and communities across a range of mental health, social wellbeing, health, educational, and economic outcomes.

These interventions span population groups across the life course from infancy to adulthood and include actions that can be delivered across different settings (such as the home, school, workplace, community, primary care and mental health services) and delivery platforms. The existing international evidence base provides a critical source of information for informing the new National Mental Health Promotion Plan.

Aim

The aim of this project is to synthesise the current international evidence on the effectiveness of mental health promotion interventions aimed at enhancing the mental health and wellbeing of population groups across the life course and in key settings.

Methods

The project will undertake a synthesis of the international evidence, based on a rapid review of systematic reviews, meta-analyses and selected individual studies on the effectiveness of mental health promotion interventions. Peer reviewed papers published in the last 5 years (2017-2021) will be included. This rapid review will synthesise the available evidence regarding the most robust and sustainable interventions that can be feasibly implemented and that represent a strong case for policy investment. The rapid review will provide the basis for identifying models of best international practice that have potential for implementation and scaling up in the Irish context.

Knowledge Translation

A report will be produced that provides a briefing for policy and decision-makers on the evidence for mental health promotion interventions, identifying priority areas for action based on their effectiveness and feasibility of implementation. This report will provide best available evidence to support decision making in identifying priority mental health promotion interventions for inclusion in the new National Mental Health Promotion Plan.

Progressing action on effective ways of developing health literate organisations

Principal Investigators: Dr Jane Sixsmith and Dr Verna McKenna

Workplacement Students: Ms Hannah McLoughlin (2021), Ms Miriam O'Byrne and Dr Zsófia Torok (2020)

Background

The road map from the World Health Organization Regional Office for Europe for the implementation of health literacy initiatives (WHO, 2019) explicitly identifies the need to document and evaluate activities that integrate health literacy into real-world organisational practice to progress action on their health literacy responsiveness. A body of work is being undertaken in an Irish healthcare setting on activities carried out in partnership between academia, health service staff and with patient participation, to develop a health literate organisation. The work has progressed from an initial organisational needs assessment comprising an audit with action planning facilitated by a logic model, to the implementation of a range of activities, such as the development of policy with scaling out through the process (e.g. Health Service Executive, 2017). An evaluation and planning process is currently underway.

Aim and objectives

To progress action on effective ways of developing health literate organisations.

Design and methods

Mixed methods are used to evaluate the work of the committee and activities developed and implemented tailored to the specific activity undertaken.

Public Patient Involvement

The Health Literacy Committee includes the participation of all stakeholders to direct and develop the work undertaken including, administrative, nursing and medical staff, academics and patients. Inclusive participatory approaches are used in research undertaken.

Results

In 2021 a focus has been on evaluating and planning future committee activities which includes updating the written health information policy for healthcare settings. A review process of the policy commenced with students of the MA in Health Promotion through an inclusive participatory research programme. This included online group interviews and the development and distribution of an online staff survey.

Knowledge Translation

Activities undertaken are identified as a need by the healthcare organisation and / or the health literacy committee, discussed and interventions planned.

Dissemination

A member of the organisation communication team is on the health literacy committee and facilitates the dissemination of activities undertaken.

Health literacy competences to improve respectful and compassionate care in Tanzania (HEALCARE)

Principal Investigators (Ireland): Dr Jane Sixsmith and Dr Verna McKenna

Contributing Investigator: Dr Yvonne Finn **Researcher (Ireland):** Ms Leonie Sherlock

Partners: Ministry of Health Community Development Gender Elderly and Children (MOHCDGEC), United Republic of Tanzania, Bugando Medical Centre (BMC), Tanzania; Catholic University of Health and Allied Sciences (CUHAS), Tanzania; Kilimanjaro Christian Medical Centre in Moshi (KCMC), Tanzania; Kilimanjaro Christian Medical University College in Moshi (KCMUCo), Tanzania; Muhimbili National Hospital (MNH), Tanzania; Muhimbili University of Health and Allied Sciences (MUHAS), Tanzania; Hanze University of Applied Science, The Netherlands; University of South-Eastern Norway, Norway; University Medical Centre Groningen, The Netherlands.

Funder: EU Erasmus+ KA2 capacity building project

Background

The United Republic of Tanzania has embarked on an extensive and ambitious programme of work to improve the quality of healthcare provision and realise universal health coverage by 2030. One of multiple outcomes of this programme to date, based on identified need, are National Guidelines on Respectful and Compassionate Nursing and Midwifery Care (Ministry of Health, Community Development, Gender, Elderly and Children (MoHCDGEC), 2017). Building on these Guidelines the MoHCDGEC Health Sector Strategic Plan V 2021-2026, identifies as a strategic outcome for nursing and midwifery services ‘a nursing and midwifery cadre that is able to provide quality and compassionate patient centred care’ (MoHCDGEC, 2021, p46). Sinclair et al. (2017) describe compassion as a relational care construct and identify communication as a core skill of compassion competence. Health literacy is defined as “the degree to which people are able to access, understand, appraise, and communicate information to engage with the demands of different health contexts to promote and maintain health across the life-course” (Kwan et al. 2006, p.ij). Developing nurses and midwives health literacy focused competences is a key driver in improving compassionate and respectful care. The current Tanzanian national undergraduate nursing and midwifery curriculum is developing and has the potential to be further strengthened with the incorporation of health literacy competences as a means to improve respectful and compassionate care in nursing practice in the Tanzanian health service.

Aim and objectives

The overall aim of this project is to improve the quality of care in the health services in Tanzania by increasing and strengthening the capacity of nurses and midwives in delivering respectful and compassionate care with a focus on health literacy. Objectives include to:

- Develop an educational intervention for BScN students in Tanzania that will improve their Health Literacy and Respectful and Compassionate Care competences.
- Implement an effective educational intervention for BScN students in Tanzania that will improve their professional conduct using Health Literacy and Respectful and Compassionate Care competences.

Design and methods

A mixed method approach is used in the project through an iterative cycle of curriculum design, development, implementation and evaluation, using participatory approaches with qualitative and quantitative data collection with stakeholders who include educators in education and healthcare settings, undergraduate nursing and midwifery students and patients.

Public Patient Involvement

Patients participation is planned in the development of the educational programme.

Results

An outline curriculum has been drafted comprising three modules: Health Literacy, Customer Care in Healthcare and, Respectful and Compassionate Care aligned with the Tanzanian undergraduate nursing curricular structures. A facilitator guide and student manual have also been drafted.

Knowledge Translation

Curriculum developments to include health literacy for respectful and compassionate care is integrated into the project process with the active involvement of three Tanzanian universities and three associated health facilities which ensures alignment of developments with nurse education structures and formats. This is supported by the lead role of the Ministry of Health, Community Development, Gender, Elderly and Children (MoHCDGEC), a project partner.

Dissemination

Healcare website can be found at: <https://bit.ly/3tDoRh2>

Short video about the project: <https://www.youtube.com/watch?v=3et02p3zLHE>

Technical members from the HEALCARE project in Muhimbili University, Dar es Salaam, October 2021.



Engaging people with limited literacy skills in health service research

Principal Investigator: Dr Verna McKenna

Funder: Athena Swan, NUI Galway

Background

Health literacy (HL) refers to the degree to which people are able to access, understand, appraise and communicate information to engage with the demands of different health contexts in order to promote and maintain good health across the life-course. Evidence shows that limited health literacy has an enormous impact on peoples health system utilization, personal health care and health outcomes. Limited health literacy tends to be concentrated among people with poor health status, high healthcare use, low socio-economic status, lower education and older people. HL responsiveness is defined as the provision of services, programmes and information in ways that promote equitable access and engagement; meet the diverse health literacy needs and preferences of individuals, families and communities; and support people to participate in decisions regarding their health and wellbeing. Including populations served in the design, implementation and evaluation of health information and services is a key attribute of a HL (responsive) organisation according to the American Institute of Medicine. Similarly, the recently published WHO draft roadmap (WHO, 2019) has highlighted the importance of organizations to develop their health-literacy-responsive services and information systems and initiatives for targeting vulnerable or disadvantaged groups. HL research is moving from a focus on the individual, to the broader responsiveness of healthcare organisations, with a strong emphasis on the inclusion of the public/patients in research activities. This study will build on existing work of the GUH Health Literacy committee to include voices of those with greatest literacy needs.

Aim and objectives

This pilot study is exploring processes that could better engage people with limited literacy skills in health service research with a particular focus on health literacy.

Objectives

- To raise awareness of health literacy with a group of people with literacy needs.
- To identify challenges experienced by people with literacy needs in accessing, understanding and using health information in the health services
- To begin, with people with literacy needs, planning to address the challenges identified
- To develop a protocol for engagement with community groups to raise awareness on health literacy and to co-create practical solutions to challenges identified.
- To provide opportunities for direct input of people with literacy needs into health literacy activities of a local hospital.
- To conduct a process evaluation of the planning stage.

Design and methods

A qualitative participatory process was used. Participants were recruited through the Galway Adult Basic Education services (GABES). Three workshops, over six hours, were held between October and November 2021.

Materials for the workshops were developed by the PI and drew on existing resources from the National Adult Literacy Association, GUH Health Literacy Committee, and the Centers for Disease Control and Prevention. Workshop activities included participants using visual materials to identify both positive and negative aspects of using health services in the context of health literacy. The three workshops were facilitated by the PI and a co-facilitator, Dr Elena Vaughan.

Workshop discussions and activity outcomes were recorded on flipcharts, transcribed and brought back to participants at each workshop.

Results

To date preliminary analysis has identified a number of priority areas which will be reported to the GUH HL Committee for planning of its future activities. Final analysis and write up will take place in 2022.



‘Eye of the storm’ promoting staff well-being during the COVID-19 pandemic

Principal Investigator: Dr Catherine Anne Field

Researchers: Victoria Byrne, School of Medicine, National University of Ireland Galway; Professor Sean Dinneen, School of Medicine, National University of Ireland Galway; Ms Irene Maguire, Saolta University Healthcare Group

Funder: Health Research Board Summer Scholarship (Victoria Byrne – recipient)

Background

Working in a healthcare setting can be challenging for all staff due to long hours, sick populations and high turnover of staff which can lead to healthcare staff becoming emotionally exhausted and burnt out. The COVID-19 pandemic has brought additional challenges to healthcare staff. Staff were faced with a rapidly evolving pandemic for which there was no evidence base to work with, they faced large volumes of incredibly sick populations, shortages of staff, scarcity of equipment and a general disruption to work and family life. Due to COVID-19 restrictions many outlets and initiatives for staff support such as Schwartz Rounds were suspended due to social distancing guidelines.

Aim and objectives

An online well-being initiative ‘Team Time’ was delivered to staff in Galway University Hospital to provide support to healthcare teams working on the frontline. Team Time is a 45-minute reflective practice that is run and facilitated online and provides an opportunity for people taking part to share experiences of their work in health care. As with Schwartz Rounds the focus is on participants’ emotional and social response to their work however the audience was limited in size and was drawn from specific teams such as the Intensive Care Unit.

Design and methods

A mixed methods secondary analysis of feedback collected after each session during the intervention was completed during Summer 2021. This included quantitative analysis of feedback from participants in the intervention and a qualitative exploration and analysis of the open ended quotations using Braun and Clarke’s thematic analysis.

Findings/Results

Overall the findings showed that the intervention was very well received and staff commented on the importance of taking time out for such initiatives even during the chaotic and often isolating times that COVID presented. Staff noted that working through COVID was a uniquely challenging time personally and professionally and described a range of emotions including loneliness, fear and isolation and feeling vulnerable at the weight of expectation. Team Time itself allowed staff to normalise complex feelings through the method of storytelling and staff reported feeling connected with a renewed sense of

empathy and collegiality with colleagues. The research explored the challenges and opportunities of a virtual environment and while staff stated that the online experience had surpassed their expectations they would still have a preference for in person interactions. While the primary aim of this research was to evaluate the staff experience of the ‘Team-time’ initiative an unintended finding was a snapshot of hospital life during one of the most challenging work and social environments of recent times.

“sharing my personal story helped me put my fears into a space and to start recognize, label and processing them for myself”

“I felt it gave permission for feelings and life to be part of the equation”

“Moving stories ...highlighted vulnerability in the presence of great expectation”

“I left the session, in awe of the staff, grateful for their kindness and feeling positive that although it has been a difficult year-none of us are alone”.

Dissemination

An article is being prepared for the Irish Journal of Psychological Medicine. Other modes of dissemination include a report for the Saolta Hospital Group and other modes of communication such as Grand Rounds and the Saolta Newsletter.

Knowledge Translation

The findings of this study have great importance for the management of staff well-being during acute working environments such as the COVID-19 pandemic. The findings are also useful for those delivering interventions in a virtual or online format.

Preventing and confronting AGGRESSive behaviour of older people in long-term care (PRAGRESS)

EU Coordinator: Professor Bettina Flaiz, Duale Hochschule Baden-Wuerttemberg Stuttgart

Principal Investigator (Ireland): Dr Martin Power, National University of Ireland Galway, Ireland

Researcher (Ireland): Dr Saintuya Dashdondog, National University of Ireland Galway, Ireland

Collaborators: Amelie Buchler, Duale Hochschule Baden-Wuerttemberg, Stuttgart; Ruth Dankbar, Wohlfahrtswerk Fur-Baden Wuerttemberg, Germany; Oscar Zanutto and Davide Tuis, Istituto per Servizi di Ricovero e Assistenza agli Anziani, Italy; Asimina Brouzou and Konstantina Lakovou, Challedu; Georgios Koumanakos, Corporation for Succor and Care of Elderly and Disabled, Frodizo, Greece; Dr Mari Lahti and Johanna Berg, Turun Ammattikorkeakoulu OY, Finland.

Funder: EU Erasmus+

Background

Throughout the European Union the proportion of older people in populations is continuing to grow and it is anticipated that older people will comprise around one quarter of the EU's population by 2050. If this increasing longevity reflects positive public health developments over decades, it also generates challenges for health and social care systems as increasing numbers of people require care. Within both formal and informal care, aggressive and even violent behaviour has proven to be an especially thorny and often taboo issue, with negative implications for care recipients, health and social care professionals and provider organisations.

Aim and objectives

To assist in addressing the challenge of aggressive behaviour in care of older people the PRAGRESS project is developing a set of education and training materials to help support both formal and informal carers of older people. Once developed, with input from formal and informal carers, these materials will be freely available online via an open e-learning platform in the languages of the project partners, namely German, English, Italian, Greek and Finnish. The materials will be available in a modular fashion and learners can access individual modules or complete the fully complement of modules as a standalone course. The modules are shaped by a whole organisation approach and will include educational materials, strategies and resources for those providing care on a daily basis, as well as for supervisors, team leaders and managers.



P R A G R E S S
Preventing and confronting
aggressive behavior of older
people in Long Term Care

Design and methods

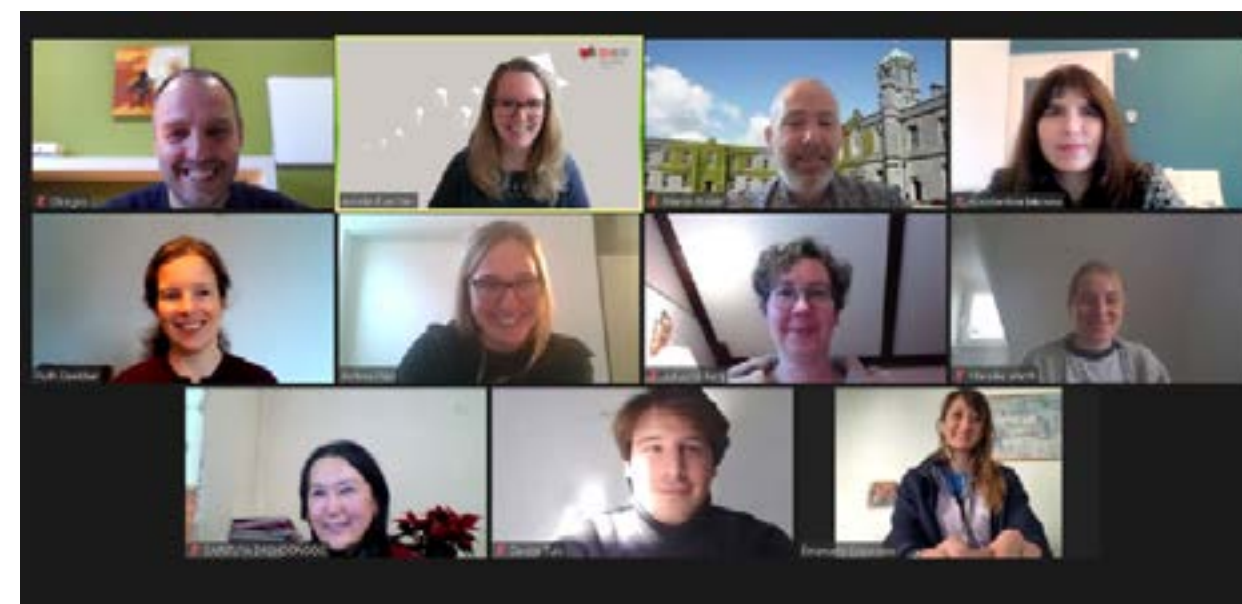
Phase one of the project included conducting interviews with carers across the partner countries to supplement a review of the academic literature and to inform the module framework and content. In light of the pandemic restrictions operating across the partner countries at the time, interviews were conducted face-to-face or remotely with twenty-one formal (11) and informal carers (10). Interviews were then thematically analysed. A copy of the baseline report is available on the project website (see below).

Results

Whether formal or informal, participants tended to describe aggression largely in terms of physical aggression, with verbal aggression highlighted as common and emotional aggression featuring in the interviews of informal carers only. Both groups of participants suggested that the prevalence of aggression was likely generally higher than reported and that a culture of normalisation was common in relation to aggression and violence. Participants from both groups distinguished between in-incident and after-incident responses. In-incident responses often included staying calm, de-escalation and/or removing oneself from the situation. After-incident responses for formal carers including talking to colleagues and discussing incidents in team meetings. Amongst informal carers similar patterns were observed and discussing incidents with family and friends was a frequent response. A particular challenge for some informal carers was recognising that they needed support and recognising that it was okay to ask for help. Formal carers highlighted that high workloads and long hours provided fertile ground for aggression.

Dissemination

The project partners have launched the project website (see below), which has regular newsletters and updates. In addition, the project featured as a webinar hosted by the European Health Connected Alliance (ECHAlliance) and an article published in the CURAM magazine of Social Care Ireland in Ireland. Website - www.pragegress.eu



(From top left – G. Koumanakos, A. Buchler, M. Power, K. Lakovou, R. Dankbar, B. Flaiz (PI), J. Berg, M. Warth, S. Dashdondog, D. Tuis and E. Capotosto).

Diabetic Foot Disease: from PRevention to treatment to IMproved patient Outcomes (DFD PRIMO)

Principal Investigator: Professor Timothy O'Brien, NUI Galway

Co-Investigators: Professor Georgina Gethin, Professor Caroline McIntosh, Dr Jane Sixsmith, Professor Brian McGuire, Professor Sean Dinneen, Professor James O'Gara, Professor Paddy Gillespie, Professor Gerard O'Connor, NUI Galway

Funder: Health Research Board - The Collaborative Doctoral Awards in Patient-focused Research

Background

The Health Research Board Collaborative Doctoral Awards scheme aims to support high quality doctoral training programmes for a cohort of individuals in the conduct of patient-focused research for improved patient health outcomes. The DFD PRIMO project aims to enhance patient care for those with diabetic foot disease and train a cohort of inter-disciplinary students to PhD level for a career focus on translational health, through seven independent yet inter-related doctoral research projects. The doctoral programme is structured with students attending taught modules from the HRB SPHeRe programme as an integral part of the training as well as undertaking a supervised doctoral research project.

People with diabetic foot disease and unmet health literacy needs, which comprises 40% of the Irish population (Sorensen et al., 2015), are severely compromised in their capacity to successfully self-manage their condition (Margolis et al., 2015). Health professionals are in a unique position to mitigate the negative effects of limited health literacy in patients with type 2 diabetes. The aim of the doctoral study in the Discipline of Health Promotion is to address how health professionals' health literacy competencies can be developed to facilitate successful self-management by patients with diabetes in the primary and secondary prevention of diabetic foot disease.

Aim and objectives

- To develop a coherent doctoral programme of patient-focused research in the thematic area of diabetic foot disease that will bring tangible benefits to patient populations.
- To build capacity and expertise amongst health care professionals particularly in underrepresented health-related disciplines (e.g. podiatric medicine and nursing) thus increasing the number of highly skilled, future research leaders.
- To support cross-disciplinary research of high quality that will positively impact on public health and policy and allow for rapid application and translation of evidence into clinical practice.

Design and methods

The Health Promotion doctoral research will be undertaken in three phases using a sequential mixed methods design. Phase 1 comprises a literature review to inform the development of an educational intervention for qualified health professionals. Phase 2 incorporates a Delphi study with health professionals on health literacy competencies and a qualitative study with people with limited health literacy. The results of Phases 1 and 2 will be integrated within the context of an appropriate theoretical framework that examines core concepts of health literacy strategies to enable modelling of an intervention for practice. A prototype health literacy education intervention will be developed for qualified health professionals. In Phase 3 the prototype intervention will undergo a feasibility assessment with health professionals.

Public Patient Involvement

Patients will be included in the research. The nature of their involvement is being explored.

Results

Ms Lauren Connell has commenced the doctoral programme, successfully completing modules on the HRB SPHeRe programme. The protocol for a scoping review in phase 1 has been developed, peer reviewed and published. The review has commenced. The Delphi study protocol has been developed and submitted for independent ethical review.

Dissemination

Sixsmith, J. (2021). Health Literacy and Chronic Disease Management. Oral Presentation. *1st DFD PRIMO Conference*. Online, 12 June 2021.

Connell, L., Finn, F., Dunne, R., Sixsmith, J. (2021). Health literacy education programmes developed for qualified health professionals: a scoping review protocol. *HRB open research*, 4(97), 97.

@DfdPrimo Project Website <https://www.nuigalway.ie/ariw/dfdprimo/>

Featuring on: HRB Website <https://www.hrb.ie/funding/funding-awarded/awards-made/award/diabetic-foot-disease-from-prevention-to-treatment-to-improved-patient-outcomes-dfd-primo/>

UCC Esprit Research Group Website <https://www.ucc.ie/en/esprit/research/cda-diabeticfootdisease/>



Social care work: Contexts and perceptions of professionalisation and public and professional standing

Principal Investigator: Dr Martin Power

Researcher: Dr Saintuya Dashdondog

This study is a collaboration with the Workers Advisory Group within Social Care Ireland and is examining the contexts and conditions of social care work, as well as social care workers perceptions of professionalisation and public and professional standing. There are two phases to this study, an online survey and follow up interviews.

In spite of statutory recognition of the title Social Care Worker within the Health and Social Care Professionals Act (2005), social care work has not enjoyed recognition of professional status to the extent similar to other health and social care professions. Indeed, public awareness of social care work is often limited, if not entirely absent, and social care work is frequently poorly understood or appreciated by other health and social care professionals. In large part, this can be attributed to a combination of factors including the lack of regulation either through a professional body or by the state, a myriad of job titles compounded by significant overlap of roles and responsibilities with other care staff and limited career and progression pathways.

With a state register for Social Care Workers anticipated to open in late 2023, this study provides a timely investigation of the context and conditions of social care work, and the perceptions of social care workers.

Phase one of the project was completed in November 2021, with the survey open for three weeks and receiving 370 responses. Follow up interviewing began in December 2021 and will continue into 2022.



Collaborative Work 04



Schooling during COVID-19

The WHO Technical Advisory Group (TAG) on Safe Schooling During the COVID-19 Pandemic was set up by the WHO Regional Director for Europe in August 2020. The task of the group was to advise the WHO Regional Office for Europe on how best to minimise the negative impacts associated with school closures on a wide range of child and adolescent outcomes. The TAG is independently chaired, and members represent a wide range of stakeholders, including young people themselves. Professor Kelly was invited onto the TAG group in 2020 and has contributed to seven meetings of the group since its inception.

The TAG was set up to:

- Provide strategic and technical advice to the Regional Office on matters relating to schooling in times of COVID-19, including the epidemiology of school transmission, infection prevention and control and public health measures and their effects on the development and well-being of school-aged children
- Identify findings from the emerging evidence to inform policy decisions in terms of education, social, development and health outcomes for children and adolescents
- Advise the Regional Office on issues around reopening and potential re-closure of schools within the context of the coronavirus response, and other measures and their prioritisation for infection control, taking into consideration the latest available evidence and early experience of infection prevention measures being taken.

The TAG made several recommendations that represent a framework for action for schools across the WHO European Region. They have been developed based on a wide range of available evidence and knowledge and were updated throughout the year and as necessary to reflect changes in the epidemiological situation. Implementation of the recommendations represents the best possible opportunity for countries to secure positive outcomes in relation to education, social development, well-being and health for children and adolescents during and beyond the COVID-19 pandemic. These recommendations and updates were presented to a WHO ministerial meeting in 2021.

Dissemination

WHO (2021). *Schooling during COVID-19: recommendations from the European Technical Advisory Group (TAG) for schooling during COVID-19*. Copenhagen: WHO Regional Office for Europe. <https://apps.who.int/iris/bitstream/handle/10665/342075/WHO-EURO-2021-2151-41906-59077-eng.pdf>

Health promoting actions on campus: A demonstration project

This collaborative project between Professor Saoirse Nic Gabhainn and Professor Colette Kelly, HPRC and Student Services, NUI Galway with researcher Ms Aisling Harrington builds on the Healthy Campus conceptual framework of Healthy Ireland and the work of Student Services in NUI Galway.

Aim and Objectives: To develop the health promotion function within Student Services, NUI Galway through the provision of health promotion services, consultancy and advocacy.

Design/Methods: This project involves the identification of health promotion needs; implementation of health promotion actions; and assessment of the impact.

- CARA Connect Programme: This was developed with the aim to support the power of conversation and connection and to combat the isolation and loneliness reported by students. A peer buddy system was developed, where students were matched together for safe socially distant activities. This helped the participants to increase social interactions and form new friendships with other students and their peers.
- Holiday Hangout: In collaboration with the International Office, the CARA Connect Initiative was adapted to support those students that stayed in Galway for the holiday period for various reasons.
- COVID 19 Conversation Series: This was a virtual chat room and safe space for all students, held weekly with guest contributors, and enabled students to express their opinions around the ongoing pandemic.
- All in this Together Photo Competition: working across several units on campus, with funding from the Equality, Diversity and Inclusion fund, this aimed to raise awareness of the International Day of People with Disability (IDPWD). Photographs had to be inspired by the Sustainable Development Goals in particular Goal 3 – Good Health and Wellbeing and Goal 10 - Reducing Inequalities.

Public Patient Involvement: Students and staff are actively involved in all elements of this project: determining needs, processes, advocacy and evaluation.

Knowledge Translation: This project is a deliberative initiative to translate health promotion knowledge into practice within NUI Galway. Learnings from the project will be used to help guide and inform action on campus in NUI Galway and other third level institutions.



COVID-19 response in the African region and India

This is a project led by the International Union for Health Promotion and Education (IUHPE) in collaboration with partners in the African region and the Voluntary Association of Health of India (VHAI). This multi-country initiative is concerned with implementing community-based health promotion approaches, based on effective health communication and community empowerment strategies, in response to the COVID-19 pandemic at a community level in selected African countries and districts in India. Working with the most disadvantaged communities, country partners and networks have been mobilised in implementing a range of community-based strategies, empowering local communities in taking effective action.

With funding from Vital Strategies, this work is being led by Dr Mary Amuyunzu-Nyamongo (Kenya), Professor Hans Onya (South Africa), Professor Davison Munodawafa (Zimbabwe), Professor Oliver Mweemba (Zambia), Dr Bhavna Mukhopadhyay and Dr Nancepreet Kaur (India). Professor Margaret Barry, in her role as Global President of IUHPE, chairs the Project Management Group for this project. Further project details may be found at: <https://www.iuhpe.org/index.php/en/health-promotion-systems/covid-19-response-for-the-african-region>

44

In 2021, the final report for Phase 1 was published in collaboration with our African partners, and Phase 2 was rolled out, based on a South-South collaboration with the Voluntary Health Association of India. The project leads will share their findings and results in a symposium at the 24th IUHPE Health Promotion World Conference, 15-19th May 2022. Cases from the project are discussed in a recent article published in Health Promotion International on community engagement as a strategy to mitigate the impact of emergencies such as the COVID-19 pandemic.

Corbin, J.H., Oyene, U.E., Manoncourt, E., Onya, H., Kwamboka, M., Amuyunzu-Nyamongo, M., Sørensen, K., Mweemba, O., Barry, M. M., Munodawafa, D., Bayugo, Y. V., Huda, Q., Moran, T., Omoleke, S. A., Spencer-Walters, D., Van den Broucke, S. (2021). A health promotion approach to emergency management: effective community engagement strategies from five cases. *Health Promotion International*, 36(S1): i24–i38, <https://doi.org/10.1093/heapro/daab152>



European Connected Health Alliances - Webinar

The PRAGRESS project partners presented a webinar as part of the European Connected Health Alliances ongoing series of Ecosystem events.



45

Health literacy intervention in speech and language therapy for adults

This collaborative project between Dr Verna McKenna, Health Promotion Research Centre and Dr Orla Gilheaney, Speech and Language Therapy (SLT), Trinity College Dublin consists of a scoping review of health literacy intervention in speech and language therapy for adults. Individuals with speech, language and hearing disorders are at particular risk for low health literacy. Despite this there are relatively few health literacy studies in the field of communication disorders.

This review will synthesis studies on health literacy within the context of SLT that have dealt with adult patients. Findings will be used to document areas where further action is need for research and practice.

Meetings to establish parameters of the scoping review took place in 2021 and the research strategy has been developed and the data extractions have begun.

To support the WHO Europe Regional Office for Child and Adolescent Health

As part of the global initiative to prioritise adolescent well-being, the WHO Regional Office for Europe conducted a regional consultation on the topic on 6th-7th July 2021. The aim of the consultation was to review key issues related to adolescent wellbeing in the WHO European Region, to identify policy implications for countries and highlight resources needed to support countries in accelerating progress towards more equitable health and well-being in adolescence. Professors Nic Gabhainn and Kelly played a pivotal role in recruiting and facilitating the involvement of youth from across the WHO European region in the consultation. We also participated in consultation planning and the preparation of background documents for the event.

Other agencies involved in developing the European regional consultation included UNICEF and UNESCO together with support from PMNCH and UNFPA. Collectively they chose to concentrate on six areas for the review:

1. Digitalisation
2. Education
3. Mental health
4. Nutrition and physical activity
5. Relationship and connectedness
6. Sexual and reproductive health.

A report detailing the outcomes from eight virtual multistakeholder consultations on programming to promote adolescent well-being which were held in six WHO regions in Summer 2021 will be launched mid-January 2022. A report of the consultation specific to the WHO European region report can be found here: <https://www.euro.who.int/en/health-topics/Life-stages/child-and-adolescent-health/publications>. We also produced a document 'Tips for policy makers on child and adolescent participation in policy development' and a short report on cross-national child and adolescent participation in policy and practice, which will be launched mid-January 2022. We continue to engage some of the young people involved in the consultation and are working on writing a paper on the process used to advocate and prioritise youth participation.

Dissemination

WHO (2021). *Adolescents taking the lead: Multistakeholder consultation to promote adolescent well-being in the WHO European Region*. Copenhagen: WHO Regional Office for Europe.

WHO (2021). *Adolescents taking the lead: Thematic background papers for a multistakeholder consultation to promote adolescent well-being in the WHO European Region*. Copenhagen: WHO Regional Office for Europe.

WHO (2021). *Nothing about us, without us: Tips for policy-makers on child and adolescent participation in policy development*. Copenhagen: WHO Regional Office for Europe.

WHO (2021). *Nothing about us, without us: Child and Adolescent Participation in Research*. Copenhagen: WHO Regional Office for Europe.

People-Planet-Health

People-Planet-Health aims to collect, communicate and connect existing initiatives and projects in a "bottom-up"-process to give voice, visibility, support, network, and sustainability opportunities to local projects, initiatives, ideas, and groups that interconnect planetary health and health promotion. This project is led by the International Union Health Promotion and Education (IUHPE) and was initiated by Professor Claudia Meier Magistretti of Lucerne University of Applied Arts and Sciences, Dr Jake Sallaway-Costello of the University of Nottingham and Professor Margaret Barry of the National University of Ireland Galway. The project is supported by the ITC-program of Lucerne University of Applied Arts and Sciences and further project details may be found at: <https://www.iuhpe.org/index.php/en/sustainable-development/people-planet-health>

Based on this project, *A position statement to support policy development on planetary health and wellbeing by the World Health Organization* was published in 2021, with the contribution of local planetary health practitioners and initiatives representing all inhabited continents (https://www.iuhpe.org/images/IUHPE/Advocacy/PPH_PositionStatement.pdf).

The People-Planet-Health statement was presented and discussed at the 'Indigenous and Local Approaches to Planetary Health Promotion and Well-being for All' Health Promotion Forum session at the WHO 10th Global Conference on Health Promotion, 13-15 December 2021.



HEALTH PROMOTION THROUGH E-HEALTH: CHALLENGES AND OPPORTUNITIES

24TH JUNE 2021



Annual conference 2021

We extended a very warm welcome to 224 delegates at the 25th Annual Health Promotion Conference 'Health Promotion through E-Health: Challenges and Opportunities'. We embraced the opportunity to offer this year's conference in a fully digital format which was particularly relevant to the theme of E-health promotion.

This virtual conference provided a platform for knowledge exchange, to explore these opportunities and challenges and to share current developments and future directions for the use of e-health in health promotion.

The conference programme comprised a mix of plenary lectures, oral and poster presentations, interactive paper discussion sessions and live panel discussions.

The conference brought together leading academics, researchers, practitioners and policymakers working with e-health including the keynote speakers:

- Professor Deborah Lupton, SHARP Professor, UNSW Sydney
- Ian Power, CEO of SpunOut.ie and '50808'
- Professor Ernst Bohlmeijer, Professor in Mental Health Promotion, University of Twente
- Muiriosa Ryan, Social Media Manager, Health Service Executive.



25th Health Promotion Conference,
NUI Galway hosted virtually in
collaboration with:



Coming soon!

The project lifetime goes through various stages of development from the initial ideas, to successful (and unsuccessful) funding applications, literature reviews, data collection and analysis, report write ups, launches, conference presentations, academic publications and the translation of findings into policy and practice. What follows are some examples of projects that were in their infancy stages at the end of 2021 and we look forward to reporting fully on these in next year's report.

International Sex Survey

Healthy sexuality is an integral part of the human experience and well-being. However, some sexual behaviours may result in significant distress or impairment in different life areas (e.g., work or relationship issues). The International Sex Survey (ISS) is a large, cross-cultural study that examines the positive (e.g. sexual satisfaction, sexual desire) and negative aspects of sexuality (e.g. sexual risk-taking, sexual function problems) via an anonymous online survey. It is led by Dr Beáta Bóthe (University of Montreal, Canada). The ISS is being conducted in 45 participating countries from five continents. This way, we can compare the results in different cultures, and have a more comprehensive understanding of sexuality all over the world. The co-investigator of ISS in Ireland is Dr András Költő (Health Promotion Research Centre, NUI Galway). Data collection is currently underway. If you are interested in the project, visit <http://www.intlsexsurvey.org> or follow its Twitter handle: [@intlsexsurvey](https://twitter.com/intlsexsurvey)



Our Team

05



A stakeholder consultation and needs assessment to develop rights-based practice and policy guidelines to reduce HIV-related stigma in healthcare settings (SCNA-HIV)

HIV-related stigma in healthcare settings creates barriers to accessing treatment and care, and affects quality of life for people living with HIV (PLHIV) in Ireland. No policies or best practice guidelines to address HIV-related stigma currently exist. This research aims to identify the needs and priorities of PLHIV and health and social care practitioners in addressing HIV-related stigma in healthcare settings. Dr Elena Vaughan is PI on this study.



ECDC/EACS HIV Stigma Collaboration

Dr Vaughan is collaborating with the European Centre for Disease Control (ECDC) and the European AIDS Treatment Group (EATG) on the first ever European-wide HIV stigma study, carrying out two surveys in 2022.

Ending stigma is one of the core targets set out in the Sustainable Development Goals, however there is a lack of region-wide measures to assess progress towards reaching this goal. The results from these surveys will be used to inform decision and policy makers on the importance of addressing stigma and discrimination.

HPRC is a collective of interdisciplinary academics, researchers, PhD students and visiting fellows active in the field of health promotion research. We come from a variety of disciplines including public health, political science, sociology, systems science, psychology and economics.

Our staff

Principal Investigators: [Professor Colette Kelly](#) (Director, HPRC); [Professor Margaret Hodgins](#) (Deputy Director, HPRC); [Professor Margaret Barry](#); [Dr Catherine Anne Field](#); [Dr Vicky Hogan](#); [Dr Mary Jo Lavelle](#); [Lhara Mullins](#); [Dr Verna McKenna](#); [Dr Martin Power](#); [Dr Lisa Pursell](#); [Professor Saoirse Nic Gabhainn](#); [Dr Jane Sixsmith](#).

Administration: Dr Vivienne Batt.

Researchers: Ms Victoria Byrne, Mr Eoin Dennehy, Dr Katherine Dowling, Dr Kathy Ann Fox, [Ms Aoife Gavin](#), Ms Aisling Harrington, Ms Tosca Keppler, [Dr András Kolto](#), [Dr Tuuli Kuosmanen](#), Ms Divya Ravikumar, Ms Leonie Sherlock, [Dr Elena Vaughan](#), [Ms Lorraine Walker](#).

Workplacement Students: Ms Hannah McLoughlin, Ms Miriam O'Byrne, Dr Zsófia Torok, Mr Eoin Dennehy, Ms Margaret O'Donnell, Ms Lisa Lyons, Ms Mogue McGovern, Ms Pamela Wong, Ms Laura Mullally, Ms Ellen Stafford.

Current PhD students:

The full list of our PhD students, their thesis titles and research descriptions are available at: <http://www.nuigalway.ie/medicine-nursing-and-health-sciences/health-sciences/researchstudents/>

Congratulations

We are delighted to report that two of our academic team were promoted to personal full professors during 2021. A huge congratulations to Professor Colette Kelly and Professor Margaret Hodgins on the very well deserved recognition of their contributions to research and teaching at NUI Galway.



International Advisory Board

The management structure for research centres and units recommended by NUI Galway has been adopted by the Health Promotion Research Centre. We have an internal Steering Committee and an International Advisory Board.

Steering Committee

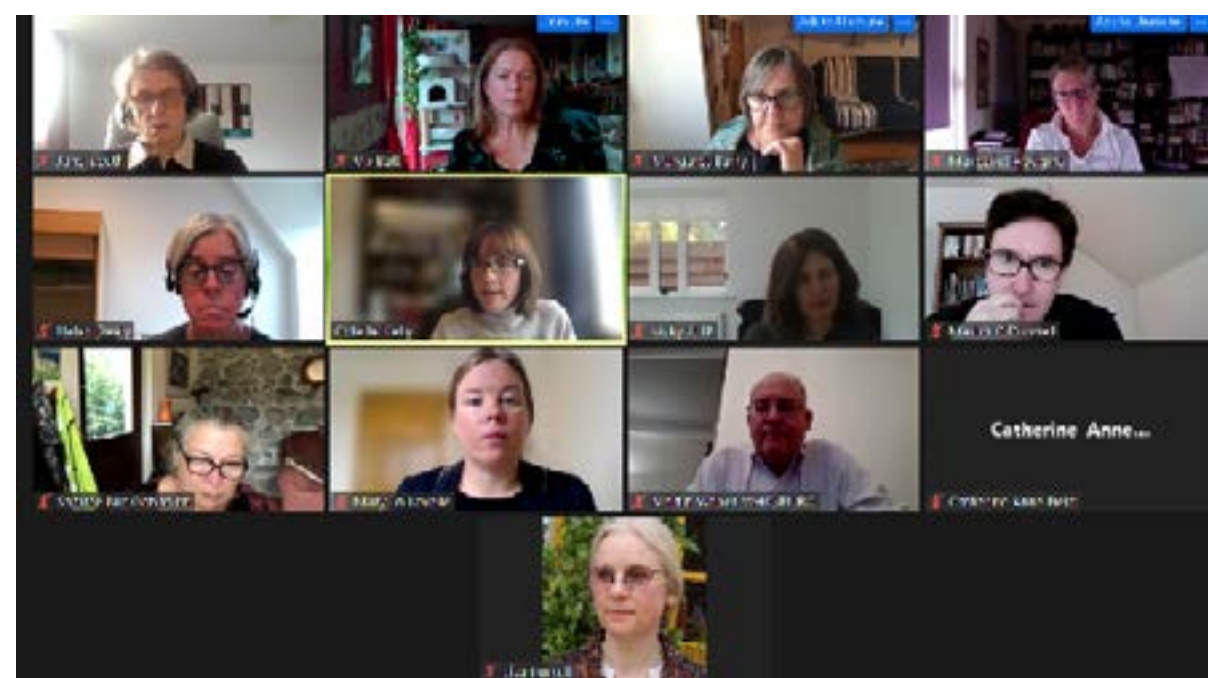
The Steering Committee is comprised of the Director, Deputy Director, Principal Investigators and the Administrative Director. Meetings of the Steering Committee are held bi-monthly alternating with Research Meetings which includes representation from researchers. In addition, plenary meetings are held annually and are open to all members of the HPRC.

International Advisory Board

Our International Advisory Board represents the diversity of health promotion stakeholders including government, researchers and university research management.

The Advisory Board (2021) included:

- Professor Jane South, Professor of Healthy Communities, School of Health & Community Studies, Leeds Beckett University
- Mr Martin Weber, Division of Noncommunicable Diseases and Health Promotion, World Health Organization, Regional Office for Europe
- Ms Biddy O'Neill, National Project Lead, Health and Wellbeing Programme, Department of Health
- Ms Helen Deely, Interim Assistant National Director for Health and Wellbeing, Strategy & Research, Healthcare Strategy, Health Service Executive
- Professor James Livesey, Vice President for Research and Innovation, National University of Ireland Galway.
- Professor Martin O'Donnell, Incoming Dean, College of Medicine, Nursing and Health Sciences, NUI Galway
- Dr Martina Ni Chúlain, Director of Strategic Development, College of Medicine, Nursing and Health Sciences, NUI Galway.



Health Promotion Masters dissertation list

Noreen Burke	The positive youth-development experiences of first generation migrant children in Ireland and their association with health and well-being outcomes. A secondary analysis of the HBSC 2018.
Robert Creane	The potential for internet Cognitive Behavioural Therapy (iCBT) for mental health promotion and as a preventive intervention for mental disorders in adults aged over 60 years: A scoping review.
Eoin Denehy	An exploration of the school-level factors impacting school engagement at post-primary level in Ireland.
Ruth Green	Menopause and the workplace - a scoping review.
Megan Joyce	Why is the incidence and prevalence of stroke increasing in young adults? What can be done and are health promotion initiatives the answer?
Mogue McGovern	The cost of caring: A scoping review of weight gain in nursing.
Dena Mc Grath	The barriers and facilitators to buying and selling local fruits and vegetables in rural Ireland.
Soracha McKinley	An exploration into the attitudes towards nutritional care in Irish nursing homes.
Lorraine Mulvey	Does the Meals on Wheels service contribute to the social wellbeing in rural and urban communities? An exploration of the service users lived experience.
Aoife O'Brien	A preliminary investigation of the impact of Covid-19 on the sexting behaviour of NUIG students.
Miriam O'Byrne	A content analysis of nutrition for women imagery on Instagram.
Margaret O'Donnell	What elements of the built environment contribute to high levels of engagement in physical activity.
Aine O'Rourke	An exploration into employers' views on the effectiveness of mental health promotion in the private sector workplace setting in Ireland.
Sekar Sathianathan	An examination of occupational sedentary behaviour and physical activity among university employees working from home.
Hao Tran	A scoping review of university/college students' mental health in the Covid 19 era - An international perspective.
Abi Carthy Walsh	How the Covid 19 pandemic influences families food decisions on a tight budget.

PhD graduates



Congratulations to the following students who successfully completed their PhD dissertations in 2021.

Dr Jaroslava Velartova

Risk in Adult Social Care: Perceptions and experiences of risk in disability services in Ireland.

Supervisor: Dr Martin Power.

Dr Hiyam Al Riyami, MD, MA

Mapping the Capacity of Health Promotion Interventions for Non-Communicable Diseases in Oman.

Supervisor: Professor Saoirse Nic Gabhainn and Dr Lisa Pursell.

Dr Nurul Kodriati

The role of masculinities in shaping male smoking behaviour: A life-course perspective.

Supervisor: Dr Lisa Pursell.

Dr Saintuya Dashdandong

Examining the food environment and nutrition practices in preschool settings in Ireland.

Supervisor: Professor Colette Kelly.

Dr Kathy Ann Fox

Changes in alcohol-related cognitions and drinking behaviours from early to mid-adolescence; a longitudinal mixed methods study.

Supervisor: Professor Colette Kelly.

06

Dissemination



2021 Dissemination overview

31 Journal articles



Reports 15



Presentations 42



Memberships on
12 editorial boards



Representation on 36 national
boards and organisations



Representation on 36
international boards and
organisations





Health Promotion at NUI Galway @HPRC_NUIG · Dec 17, 2021
 Interesting discussion here with @UrsulaConnolly2 and our own @MargaretJodjns on @NewstalkFM on workplace bullying
newstalk.com/podcasts/high...
 @AssocIPIreland @whw_ie @Workplace_MH @WorkWellbeing4u @I-WF @AntiBullyingCen



newstalk.com
 How good are we at tackling workplace bullying? | Newstalk
 This was the focus of the podcast conversation. #AntiBullyingCen

HBSC Study @HBSCStudy · Sep 13, 2014
 REPORT - HBSC #Canada trends in the #health and well-being of #adolescents. From 1990 to 2010. ow.ly/AQHSF #publichealth #SDOH

Hospital Professional News @HospitalProNews · Mar 9, 2021
 NUI Galway report highlights trends in children's health behaviours over 20 years.
 The HBSC study reveals an increase in young people reporting pressure from schoolwork & more children report feeling low.
 More info hospitalprofessionalnews.ie/2021/03/09/fin...



NUI Galway Research & Innovation and 3 others

Health Promotion at NUI Galway @HPRC_NUIG · Mar 2, 2021
 Really enjoyable plenary meeting with our @HPRC_NUIG researchers presenting 'theses' style to our academic staff and PhD students on their recent research. Thanks to everyone for their interesting contributions.



@villani_jacopo and Prof Margaret Barry on this important new paper @MentalHealthNI @IUPPE @EUPHA_HPS @HaeHealthW @HSE_SI

Jacopo Villani @villani_jacopo · Jun 8, 2021
 Our paper on the strategies adopted in Ireland to limit widening of Travellers & Roma in Ireland during 1st COVID-19 @GHPJournal special issue @PaveePoint @Ireland @EUPHA_HPS @HSE_SI @Live twitter.com/GHPJournal/ats...

Health Promotion at NUI Galway @HPRC_NUIG · Jun 24, 2021
 Thanks to our 245 delegates, incl. 57 presenters, 14 moderators, @wildwellbeing, and the one and only @ball_viv and our partners #HPRC2021, with final remarks from our President Clárán Ó hGortaigh @nuigalway



Health Promotion at NUI Galway @HPRC_NUIG · Nov 12, 2021
 Join us for the 10th Anniversary Session of the 11th IUPPE European Conference on Health Promotion...
 Health Promotion at NUI Galway @HPRC_NUIG · Nov 12, 2021
 Join us for the 10th Anniversary Session of the 11th IUPPE European Conference on Health Promotion...
 Health Promotion at NUI Galway @HPRC_NUIG · Nov 12, 2021
 Join us for the 10th Anniversary Session of the 11th IUPPE European Conference on Health Promotion...

International Sex Survey

Help us to better understand which factors lead to problematic and non-problematic sexual behaviors and sexual well-being!

NUI Galway
 Orla Gaillíoch

A qualitative study of the perceptions of mental health among the Traveller community in Ireland

Dr. Pádraig Ó Súilleabháin
 Dr. Pádraig Ó Súilleabháin, Lecturer in Health Promotion, NUI Galway
 Dr. Pádraig Ó Súilleabháin, Lecturer in Health Promotion, NUI Galway

Health Promotion at NUI Galway @HPRC_NUIG · Dec 6, 2021
 Congratulations to all the @nuigalway graduates of the PGDiet in Mental Health Promotion, 2020-2021 and to Dr. Sara Strickland and Dr. Eoin Flannery who were presented with awards from @newstalk for the most innovative diet projects



Health Promotion at NUI Galway @HPRC_NUIG · Nov 20, 2021
 The Information Unit for Health Promotion and Education (IUPPE) Student & Early Career Teachers' @IUPPE welcomes all early career health professionals of the great Faculty Chair with @HPRC Chair, our own @nuigalway Professor Margaret Barry, on 25 November (that ILM GMT)

VIRTUAL FIRESIDE CHAT

70 YEARS OF IUPPE

Dr. Eoin Flannery
 Dr. Sara Strickland

Health Promotion at NUI Galway @HPRC_NUIG · Jun 24, 2021
 Thanks to @wildwellbeing for this online exercise break at our 25th anniversary conference @HPRC2021

Last Minute Call

LGBTI+ Youth in Ireland and across Europe:
 A transnational Landscape and Research Gap Analysis

Online Report Launch: 24 May 2021, 4:30-6:00 PM (GMT+1)
 Register at: tinyurl.com/lgbtlandscape

2021 Dean's Award for Equity, Diversity, and Inclusion

Dr. András Kóstitó

College of Medicine, Nursing, and Health Sciences

Health Promotion at NUI Galway @HPRC_NUIG · Jun 24, 2021
 Many thanks for the support of Minister Frank Feighan, opening our Annual Conference and for our work over the last 25 years in building the health and wellbeing database and for the future of e-health @FrankFeighan @AssocIPIreland @HaeHealthW @IMOJRL @IUPPE @EUPHA_HPS



Health Promotion at NUI Galway @HPRC_NUIG · Jan 25, 2021
 Congratulations to our BA in Social Care team - who have received CORU approval - which is great news for our hard-working students. Well done @KatherineWaters, @CaitieNUIG, Martin Pisco, Liara Mullins, Hazel Gough, Cathie Clare and the whole team! @SocialCareIE



Health Promotion at NUI Galway @HPRC_NUIG · Jun 15, 2021
 Congratulations to our BA in Social Care team - who have received CORU approval - which is great news for our hard-working students. Well done @KatherineWaters, @CaitieNUIG, Martin Pisco, Liara Mullins, Hazel Gough, Cathie Clare and the whole team! @SocialCareIE

Online dance for older adults and people with Parkinson's Disease: Lessons from the pandemic

Dr. Eoin Flannery
 Dr. Sara Strickland

2021 Dean's Award for Equity, Diversity, and Inclusion

Dr. András Kóstitó

College of Medicine, Nursing, and Health Sciences

Health Promotion at NUI Galway @HPRC_NUIG · Jun 15, 2021
 Join us at night for the 10th Anniversary Session of the 11th IUPPE European Conference on Health Promotion

MIND OUT

Explore the implementation of the WellOut Social and Emotional Learning (SEL) programme in primary schools. All welcome! @HPRC_NUIG @HaeHealthW

Health Promotion at NUI Galway @HPRC_NUIG · May 11, 2021
 Huge Congratulations to our own Sara Strickland and Eoin Flannery who have received awards from @newstalk for the most innovative diet projects



Health Promotion at NUI Galway @HPRC_NUIG · Jun 15, 2021
 Join us at night for the 10th Anniversary Session of the 11th IUPPE European Conference on Health Promotion

hbcs ÉIREANN/IRELAND

2021 Dean's Award for Equity, Diversity, and Inclusion

Dr. András Kóstitó

College of Medicine, Nursing, and Health Sciences

Health Promotion at NUI Galway @HPRC_NUIG · Nov 15, 2021
 November 18th at 10am



Seminar series

The Health Promotion Research Centre (HPRC) continued our collaboration with colleagues in the Health Behaviour Change Research Group, PPI Ignite and the HRB Primary Care Clinical Trials Network Ireland to offer a joint Population Health Seminar Series to showcase our staff and visitors' research.

The virtual delivery of these seminars has increased attendance and expanded participants' networking opportunities.

All events are advertised on the [HPRC newpage](#) and through our regular tweets [@HPRC_NUIG](#).

Past seminars are available on the seminar series channel: www.nuigalway.ie/hprc/news/virtualeminarseries/

The collage consists of several overlapping promotional graphics for the HPRC Virtual Seminar Series. The top graphic, titled 'Population Health and Health Services Research Virtual Seminar Series - Save the Dates!', lists three seminars:

- 23 February 2021, 1pm: Health Psychology Exchange: The experience of collaborative working during COVID-19. Speaker: Professor Lucia Byrne-Ceiva, Division of Medical Education, University of Manchester, United Kingdom.
- 30 March 2021, 1pm: Developments in health literacy over time: A longitudinal qualitative research study. Speaker: Dr. Verma McCanna, Health Promotion, NUI Galway.
- 27 April 2021, 1pm: Cancer Care and Cancer Prevention Research in Ireland: A Developing Role for Primary Care. Speaker: Dr. Jenice Richmond, Advanced Nurse Practitioner, Letterkenny University Hospital.

 The bottom graphic, titled 'Population Health and Health Services Research Virtual Seminar Series - Autumn 2021', lists four seminars:

- October 26th: The Multimorbidity Collaborative Medication Review and Decision Making (MyComrade) study: A pilot cluster randomized trial in two healthcare systems. Speaker: Professor Andrew W. Murphy, Director HRB Primary Care CTNI, Professor of General Practice, NUI Galway.
- November 30th: How Behavioural Science Influenced the Irish Response to the Covid-19 Pandemic: The Experience of the ESRI Behavioural Research Unit. Speaker: Dr. Deirdre Robertson, Senior Research Officer, Behavioural Research Unit, Economic and Social Research Institute Ireland.
- November 16th: Resolving knowledge injustice in research is not easy: A truthful description of the destinationless but impactful journey. Speaker: Dr. Rebecca Murphy, Department of Psychology, Maynooth University.
- December 14th: What do studies tell us about LGBT+ young people's lives (and what they don't): Insights from a landscape and knowledge gap analysis. Speaker: Dr. Andrés Kóris, Health Promotion Research Centre, NUI Galway.

 Social media handles @hbcrg, @pmrycaretrials1, @HPRC_NUIG, and @PPI_NUIG are listed at the bottom.

Publications

Journal Articles

Barry, M.M. (2021). Visioning the future of health promotion: learning from the past, shaping the future. *Global Health Promotion*. <https://doi.org/10.1177/17579759211058979>

Barry, M.M. (2021). Transformative health promotion: what is needed to advance progress? *Global Health Promotion*. <https://doi.org/10.1177/17579759211013766>

Battel-Kirk, B., Chiou, S., Comeau, L., Dillon, R., Doherty, K., Jones-Roberts, A., Lockwood, T., Sendall, M.C., Speller, V., Barry, M.M. (2021). The IUHPE Health Promotion Accreditation System - developing and maintaining a competent health promotion workforce. *Global Health Promotion*. <https://doi.org/10.1177/17579759211029603>

Chatelan, A., Rouche, M., Dzielska, A., Lebacqz, T., Fismen, A.S., Kelly, C., Zaborskis, A., Kopcakova, J., Tsareva, A., Kalman, M., Castetbon, K. (2021). Time trends in consumption of sugar-sweetened beverages and related socioeconomic differences among adolescents in Eastern Europe: signs of a nutrition transition? *Am J Clin Nutr*. 2021. 114(4), 1476-1485.

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- Power, M. (2021). Exploring innovations in socio-cultural education – The realities of inter-professional learning. *FESET conference* (Porto) Online – Exploring innovations in socio-cultural intervention. 11 May 2021.
- Power, M. (2021). Recruitment and retention in social care work in Ireland: A Social Care Ireland survey. *SCI conference* (Carlow) Online – Enhancing your practice, building your toolkit. 11-14 October 2021.
- Ravikumar, D., Kelly, C., & Nic Gabhainn, S. (2021). A systematic review of the determinants of the nutritional quality of food for homeless populations. Presented to the *14th European Public Health Conference: Public Health Futures in a Changing World* (online), November 2021. (see also *European Journal of Public Health*, 31(s3), ckab165.403)
- Sherlock, L., McKenna, V., Sixsmith, J. Capacity building for eHealth Literacy : The example of the IMPACCT online educational manual. Poster presented to the *25th Annual Health Promotion Conference*, NUI Galway, 24 June 2021.
- Sixsmith, J. (2021). Health Literacy and Chronic Disease Management. Presented to the *1st DFD PRIMO (Diabetic Foot Disease: from PRevention to treatment to Improved patient Outcomes) Conference*, NUI Galway (online), 10 June 2021.
- Vaughan, E., K Költő, A., Ravikumar, D., Kelly, C., & Nic Gabhainn, S. (2021). Gender minority youth: Shifting the paradigm from risk to resilience. Presented to the *14th European Public Health Conference: Public Health Futures in a Changing World* (online), November 2021. (see also *European Journal of Public Health*, 31(s3), ckab164.598)
- Vaughan, E., Spyreli, E., Woodside, J., McKinley, M., & Kelly, C. (2021). Changes in food-related practices among families in Ireland as a consequence of COVID-19. Presented to the *14th European Public Health Conference: Public Health Futures in a Changing World* (online), November 2021. (see also *European Journal of Public Health*, 31, (s3), ckab164.444)
- Vaughan, E., Spyreli, E., Woodside, J., McKinley, M., & Kelly, C. (2021). Exploring the influence of apps and social media in the food choices of lower-income families in the Island of Ireland. Poster presented to the *25th Annual Health Promotion Conference*, NUI Galway, 24 June 2021.

NAME	TOTAL GRANT	AWARDED TO HPRC	FUNDER
INTERNATIONAL FUNDING	€1,210,834	€126,338	
Health literacy competences to improve respectful and compassionate care in Tanzania (HEALCARE)	876,140	82,655	EU Erasmus+
International sex survey	0	0	Unfunded
Preventing and confronting aggressive behaviour of older people in long-term care (PRAGRESS)	334,694	43,683	Erasmus+
NATIONAL FUNDING	3,316,752	1,897,338	
A rapid reiew of the evidence of Anti Social Behaviour (ASB)	29,456	29,456	Department of Justice
'Eye of the storm': promoting staff well-being during the COVID pandemic through Team Time	0	0	Unfunded
CVD Pregnancy	5,696	5,696	Irish Heart Foundation
Diabetic Foot Disease: from PRevention to treatment to Improved patient Outcomes (DFD PRIMO)	1,499,989	109,500	Health Research Board
Dublin city council	0	0	Unfunded
Evidence synthesis of impact of mental health promotion	18,407	18,407	Department of Health
Exploring the world of food – the perspective of families with children	98,231	69,306	Safefood
Haven Project	0	0	Unfunded
Health Behaviour in School-aged Children 6, Ireland (2018-21)	709,041	709,041	Department of Health
Health Behaviour in School-aged Children 7, Ireland (2022-25)	718,951	718,951	Department of Health
Health promoting actions on campus: demonstration project 2020/21	35,012	35,012	Student Services, NUI Galway
Health promoting actions on campus: demonstration project 2021/22	39,900	39,900	Student Services, NUI Galway
Health Promotion through E-Health: Challenges and Opportunities' Conference 2021	5,000	5,000	Health Service Executive/ Department of Health
HIV-related stigma in healthcare settings (SCNA-HIV)	11,925	11,925	Irish Research Council
Implementation and outcomes of the Schwartz Rounds at Galway University Hospital	10,000	10,000	Athena Swan, NUI Galway

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LGBT+ youth – landscape and gap analysis	28,107	28,107	Department of Children & Youth Affairs
Measurement of sex, gender and sexual minority status in the health behaviour in schoolaged children study: a pilot investigation	0	0	Unfunded
Mental health promotion interventions and supports provided by voluntary organisations to workplaces	10,090	10,090	Health Service Executive/NOSP
Monitoring the implementation of the MindOut social and emotional learning programme in post-primary schools in Mayo: A case study approach	9,987	9,987	Mental Health Ireland
Pilot of process to engage people with limited literacy skills in health service research with regard to health literacy	5,000	5,000	Athena Swan, NUI Galway
Progressing action on effective ways of developing health literate organisations	0	0	Unfunded
Promoting compassion, care and well-being in healthcare students through Schwartz Rounds'	4,719	4,719	INHED/RIME award
Schwartz rounds mentoring 2020/21	11,070	11,070	Health Service Executive
Schwartz rounds mentoring 2021/22	11,070	11,070	Health Service Executive
Slí na Slainte	14,858	14,858	Irish Heart Foundation
Social care work: Contexts and perceptions of professionalisation and public and professional standing.	0	0	Unfunded
Supporting the delivery of training in youth mental health promotion	40,243	40,243	Jigsaw/National Youth Council of Ireland
Total of Current Grants Held	4,527,586	2,023,676	

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