

UNIT SPECIFICATION				
<b>Unit title</b>		Public Involvement in research		
<b>Level</b>	Level 7	<b>Credit value</b>	20 (10 ECTS)	
<b>Is this a common unit?</b>		No	<b>Expected contact hours for unit</b>	30
<b>Pre and co-requisites</b> None				
<b>Aims</b> This unit will provide students with the opportunity to explore and evaluate a range of models and approaches to public involvement in research from shaping the research agenda and through each stage of the research cycle. They will be required to identify a strategy (what, why and how) that would best fit their research, practice or role				
<b>Intended learning outcomes (ILOs)</b>  Having completed this unit, the student is expected to: <ol style="list-style-type: none"> <li>1. explore and critically evaluate different models and approaches to public involvement in research.</li> <li>2. design a strategy that would best fit their own research, project or public involvement role, including what, why and how it will be conducted and evaluated.</li> <li>3. plan and conduct at least one session engagement activity with people with lived experience/patients/members of the public.</li> <li>4. critically reflect on own research or practice based on feedback from people with lived experience/patients/members of the public.</li> <li>5. Consider inclusive methods and tools for involving groups currently under-served by research</li> <li>6. develop resources suitable for a wide audience.</li> </ol>				
<b>Learning and teaching methods</b> <ul style="list-style-type: none"> <li>• A combination of co-produced lectures and seminars</li> <li>• Discussion session with the BU Public Involvement in Research (PIER) partnership</li> <li>• Online activities for developing an involvement strategy</li> <li>• Opportunities for meeting with community and user-led organisations</li> <li>• Support to develop consultation document for publication in peer reviewed journal</li> </ul>				
Assessment				
<b>Formative assessment/feedback</b> Discussions and engagement with members of the public and peers to develop public involvement approach and strategy				
<b>Summative assessment</b> ILOs 1-5 will be assessed by 100% coursework			<b>Indicative assessment</b> The unit coursework comprises of a conference poster with Q&A [3000 word equivalent] addressing each of the ILOs	

### Indicative unit content

This is a co-produced unit which is designed and delivered with members of the Public Involvement in Education and Research (PIER) partnership. The unit is delivered over 5 full day sessions. Mornings are live interactive lectures with afternoons designated for self-managed study to develop and implement your own public involvement strategy. The live lectures will include a combination of:

- Sharing our views and experiences of what works and what is important to us
- Formal evidence of what involvement is and why we should all be doing it
- Opportunities to ask questions and discuss your own plans and ideas
- Opportunities for you to discuss and develop your plans with people with lived experience
- Consideration of marginalised and under-served communities and how best to involve people who are most affected by your research topic

Over the 5-week unit we will explore: what, why, when, how, who and where to involve; skill development to collaborate effectively with people with lived experience; public involvement processes, networks and support.

### Indicative learning resources

Websites:

Journals:

Health Expectations: PPI Journal Published by Wiley

Specific reading:

Bagley, H. Short, H. Harman, N. Hickey, H. Gamble, C. Woolfall, K. Young, B. and Williamson, P. 2016. A patient and public involvement (PPI) toolkit for meaningful and flexible involvement in clinical trials – a work in progress. *Research involvement and engagement*. 2 (1), 1-15.

Brett, J., Staniszewska, S., Mockford, C., Herron-Marx, S., Hughes, J., Tysall, C., and Suleman, R. 2014. Mapping the impact of patient and public involvement on health and social care research: a systematic review. *Health expectations*, 5 (17), 637-650.

Dudley, L., Gamble, C., Preston, J., Buck, D., Hanley, B., Williamson, P. and Young, B. 2015. What difference does patient and public involvement make and what are its pathways to impact? Qualitative study of patients and researchers from a cohort of randomised clinical trials'. *PLoS ONE*, 10 (6), e0128817.

<https://doi.org/10.1371/journal.pone.0128817>

[Hughes, M and Duffy, C 2018 Public involvement in health and social sciences research: A concept analysis.](#)

[Health Expectations s. 2018;21:1183–1190. http://eprints.bournemouth.ac.uk/31241/7/Hughes\\_et\\_al-2018-Health\\_Expectations%20%281%29.pdf](#)

McKenna, H. 2015. Perspectives: Patient and public involvement and research impact: a reciprocal relationship. *Journal of research in nursing*, 20(8), 723–728.

Shippee, N., Domecq Garces, J., Prutsky Lopez, G., Wang, Z., Elraiyah, T., Nabhan, M., Brito, J., Boehmer, K., Hasan, R., Firwana, B., Erwin, P., Montori, V. and Murad, M. 2015. Patient and service user engagement in research: a systematic review and synthesized framework. *Health expectations: An international journal of public participation in health care and health policy*, 18 (5), 1151-1166.

South, A., Hanley, B., Gafos, M., Cromarty, B., Stephens, R., Sturgeon, K., Scott, K., Cragg, W., Tweed, C., Teera, J. and Vale, C. 2016. Models and impact of patient and public involvement in studies carried out by the Medical Research Council Clinical Trials Unit at University College London: Findings from ten case studies. *Trials*, 17, 376 <https://doi.org/10.1186/s13063-016-1488-9>.

Unit number

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Version number

3