Symposium 4.1: Research in community settings: underserved
population groups and underrepresented nurses and
midwives
Wednesday, 11th September - 15:05
Overview
Showcasing research projects that address research inclusivity in under-served populations are at the
heart of this symposium. Community based nurses are also under-represented within clinical research
nursing and as nurse researchers; these papers consider this from a community-based perspective and
with an emphasis on specialist community public health nurses, research ambitions. The symposium
brings together three interlinking papers: i) findings from a NIHR Nursing & Midwifery research study
identifying the features for successful research-related roles in community settings. Research capacity
and capability building principles framed this study and the ii) case study example, which showcases the
0-19 Research Network and champion programme in Yorkshire & Humber. The case study formed the
basis of a iii) two-year evaluation led by the iHV (Institute of Health Visiting) and Leeds Beckett
University. The learning from these papers have implications for practice nationally and internationally,
findings are transferable and scalable.
Paper 1: The RISE study (Research In community SEttings): a NIHR Nursing & Midwifery project
Abstract ID 392
Authors
Ms. Louise Wolstenholme (Sheffield Children's NHS Foundation Trust)
Abstract
Background: ‘Best research for best health’[1] outlines strategic focus areas of building capacity and
capability in preventative, public health and social care research and also bringing research to
underserved regions and population groups. Viewing this alongside England’s Chief Nurses ambition to
‘create a people-centred research environment that empowers nurses to lead, participate in, and deliver
research’[2] the NIHR Nursing & Midwifery office created the RISE project ‘Research In Community
Settings’ recognising a national and international relevance to this topic.
Aim: To identify features of successful research-related roles for nurses and midwives in community,
public health, primary care and social care settings.wo

Conclusions: In planning change to enable research
-related roles in community setting three phases are
outlined: initiation, continued growth, ambition continuum.
 Within the initiation phase the principles of
skills and confidence building, establishing infrastructures and creating research leadership matter.
Followed by a phase of continuing growth through extending linkages and collaborations, to an ambition
phase of dissemination, enabling research ownership and responsibilities and working towards co
-
production. An additional theme requiring further exploration is the importance of trust and
relationships, across these three phases.

References

and the Children’s Care Group, Community of Research Practice, alongside other local, regional, and
national priorities. Tracey’s PhD is exploring transition to adoptive parenthood.
Paper 3: Evaluation of a 0-19 Research Network and a champion programme
Abstract ID 435
Authors
Ms. Gill Kelly, (Leeds Beckett University), Ms. Vicky Gilroy (Institute of Health Visiting)
Abstract
A key component of a regionally funded LCRN project was the mixed methods evaluation that would
enable shared learning around Network and champion programmes, at a national and international
level.
Between 2022 and 2024, the project involved the design and delivery of research network activity,
research events and a programme to support individual practitioners to develop as 0-19 Research
Champions, taking a lead role in establishing and developing a Community of Research Practice (CoRP)
in their 0-19 (health visiting and school nursing) service. To help consider the most appropriate methods
for evaluating the project, a logic model[1] was developed to plan the work around three interlocking
phases; ethical approval was granted by Leeds Beckett University (ref: 102422).
Phase 1 involved the initial design, scoping and baseline data collection. Survey questionnaires were sent
to members of the 0-19 Research Network, seeking to understand the range of professional
representation in the network membership; the survey was designed to explore their knowledge of, and
participation in research within their health visiting and school nursing practice. 0-19 Service Leads
were also targeted to maximise knowledge and understanding of this as a focussed skillset within the 0-
19 workforce.
During phase 2, the evaluation method focussed on data collection and the deliverable elements of the
project, involving feedback from face-to-face network events which sought to engage with network
participants and subsequently, Research Champions, to explore the development of knowledge,
competence, and capability during the project[2]. This data was then triangulated using semi-structured
interviews and a final focus group with the Research Champions.
Phase 3 involved thematic analysis of data and final reporting stage.
The evaluation highlighted that the network successfully supports research engagement and research
capacity. The project delivered a successful outcome of trained Research Champions and the
establishment of six new Communities of Research Practice; all champions reported increased
confidence and skills in research.
References
[1]Kellogg Foundation (2004) Logic Model Development Guide. https://wkkf.issuelab.org/resource/logic-model-development-guide.html
[2]Michie S. (2014) Implementation science: understanding behaviour change and maintenance. BMC
Health Serv Res. Jul 7;14 (Suppl 2):O9. doi: 10.1186/1472-6963-14-S2-O9. PMCID: PMC4122914

Lead presenter biography