

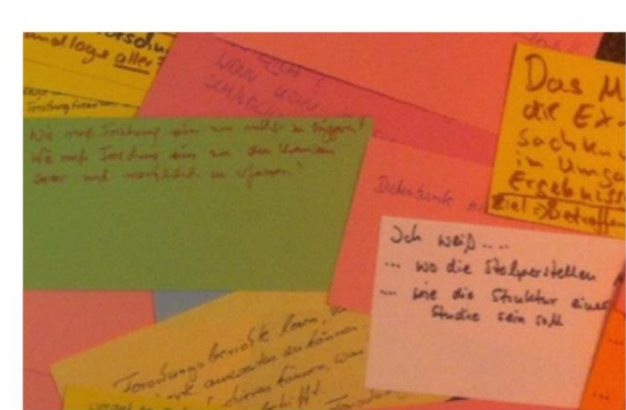
Development of a research training for patients with mental disorders

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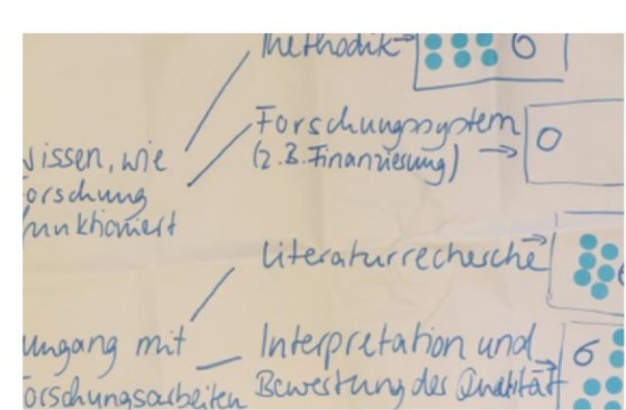
Aim

- The experienced involvement (EX-IN) programme prepares mental health care users for becoming peer counselors. So far, research training has not been included in the programme. The aim of this study was to develop and evaluate a research training module to be integrated in the EX-IN programme.

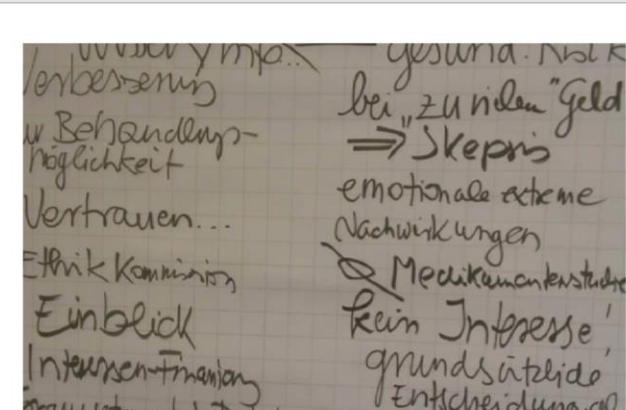
Development



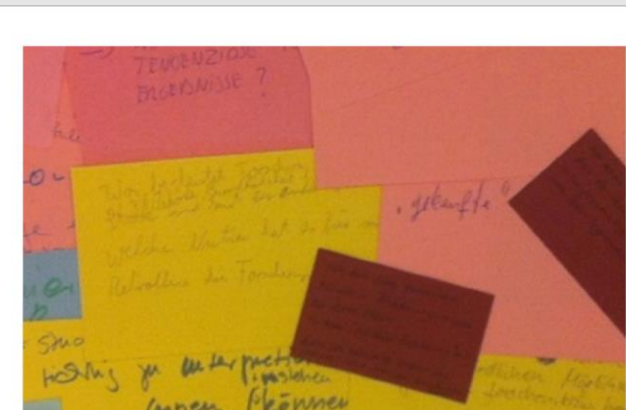
- Content and methods of the research training module were defined in five **participatory meetings** with mental health care service users and researchers.



- In addition to brainstorming, we used group work to **identify relevant topics** and adequate **exercises**.



- Results of the meetings were documented by **writing minutes**.



- Based on the minutes, the researchers developed training concepts and material.

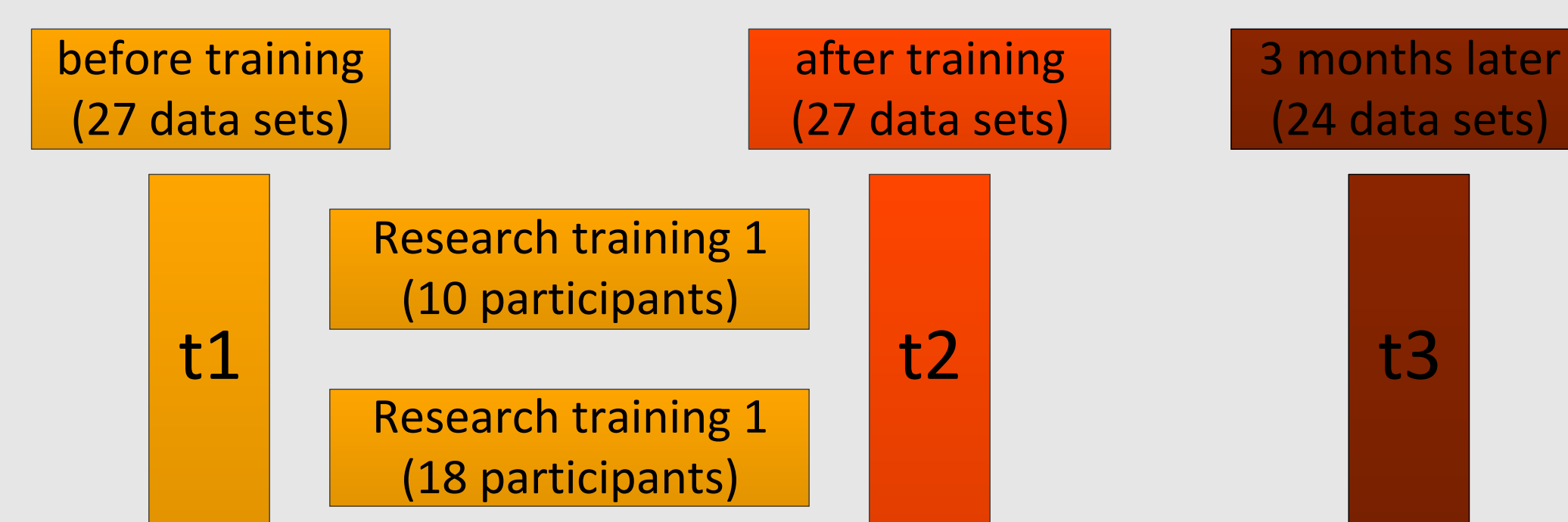
Research training

- The research training is **scheduled for two days**. The content was divided into different topics. Methods included **brainstorming, power point presentations, group work, internet searches**.
- A **course book** is available.

Day	Topic	Content
Day 1	When did I already research something?	• exchange of experiences related to research
	What is research? How is it defined?	• definition of research
	What is the difference between research results and assumptions derived from everyday life?	• task to place different statements on a scale (from "assumption" to "scientific result")
	How was research conducted in (early) psychiatry?	• summary of the history of psychiatry, especially referring to research in psychiatry
	How do you research a question?	• description of the different steps of a research process
Day 2	Which types of studies are there?	• introduction to and discussion of different types of studies
	How can I measure the object I am interested in?	• introduction to qualitative and quantitative methods and completion and interpretation of a questionnaire
	How (and where) do I find scientific information?	• different possibilities to conduct literature searches and differentiation between scientific and unreliable sources
	What do I have to know if I participate in a study?	• introduction to and discussion of ethical guidelines and participants' rights
	How can consumers participate in research?	• introduction to different types of participation and discussion about possibilities to participate in research

Evaluation

- The research training module was piloted with 10 participants of the participatory meetings in May 2014. Furthermore, a new EX-IN course (18 participants) took part in July 2014.
- Participants completed a **questionnaire** before and after the research training. Additionally they filled in an online survey which was sent to them via email three months after the research training. Data of measurement points was merged using pseudonyms.
- The questionnaire included questions about the **interest in research, empowerment in the context of research participation** and **actual research participation**.



Does research training change interest?

- I am interested in research about my illness.
- I am interested in taking part in studies about my illness.
- I am interested to be involved in studies about my disorder.

strongly disagree (0) disagree (1) neutral (2) agree (3) strongly agree (4)



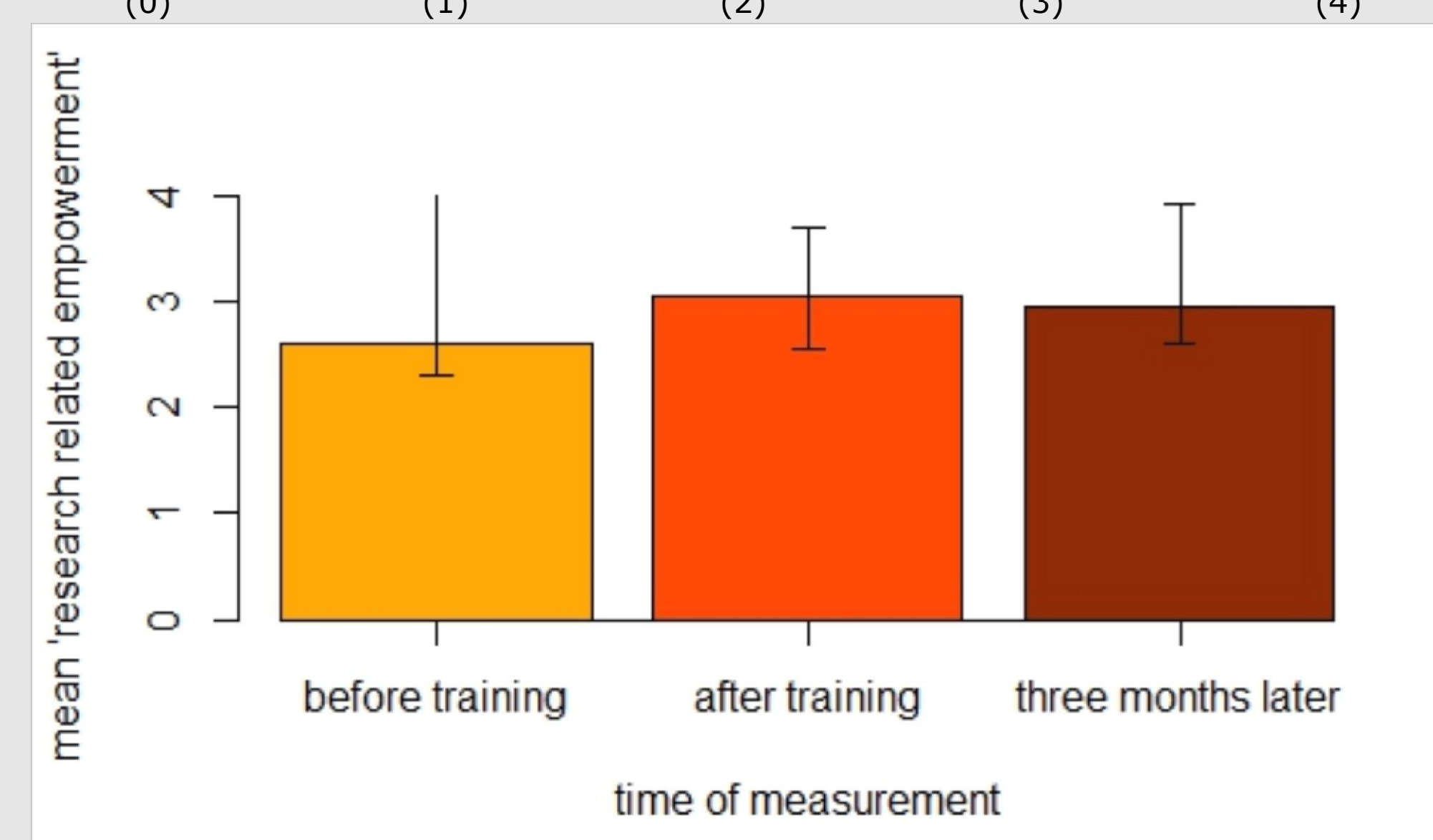
No. There is no significant difference between interest at the three measuring times (t1-t2: $t(25) = 1.12, p = 0.272$; t1-t3: $t(22) = 0.46, p = 0.648$).

"The research domain is much more interesting to me now."

Does research training empower participants?

- I am able to find scientific research in the internet.
- I am able to assess the quality of scientific research.
- I am able to decide whether to take part in studies or not.
- I am able to be involved in a research team.

strongly disagree (0) disagree (1) neutral (2) agree (3) strongly agree (4)



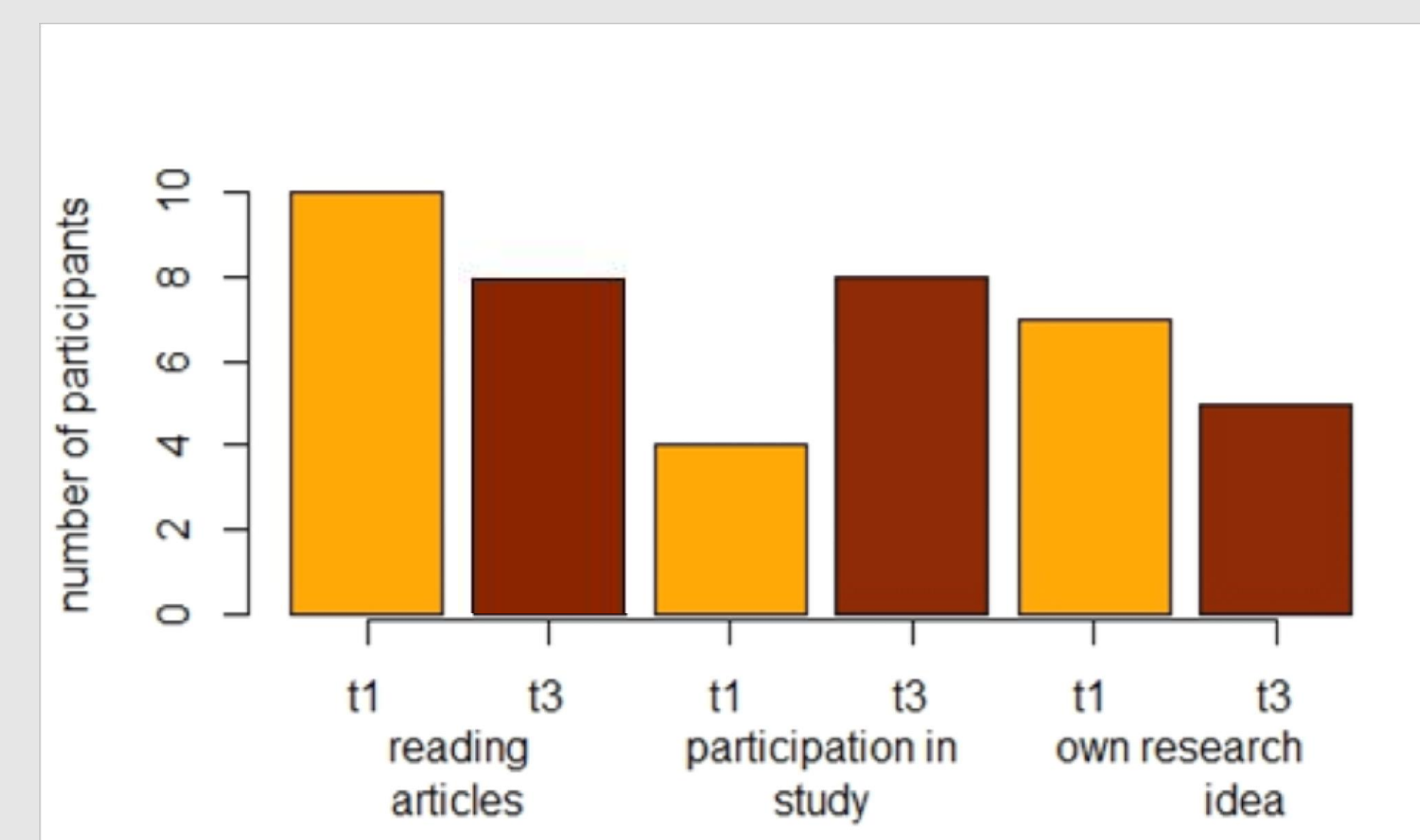
Yes. There is a significant difference between research-related empowerment at the first and at the second measuring time (t1-t2: $t(25) = -2.59, p = 0.016$; t1-t3: $t(22) = -1.57, p = 0.131$).

"I'm able to understand articles about research better and look at results of research more critically."

Does research training promote participation in research?

- I read a scientific text in the last three months.
- I took part in a scientific study in the last three months.
- I developed own research ideas in the last three months.

yes no



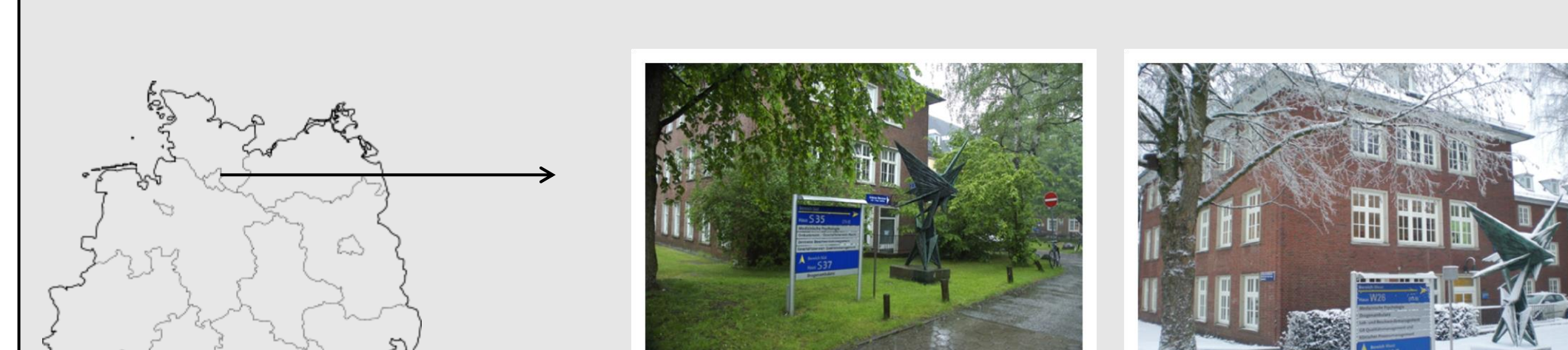
Before the research training, 4, three months later, 8 participants were registered in scientific studies. Whereas 7 participants reported own research ideas before the training, only 5 did so three months later.

"My own improved understanding improves my work as a peer counsellor. I'm able to communicate research results in an encouraging way."

Implications

- The developed research training provides the opportunity to pass research competencies to mental health care users and to enable them to contribute to research projects in a meaningful way.
- Although interest has not been affected in our participants, our evaluation shows significant effects on research-related empowerment. Concerning the actual research participation, our results are divergent. However, we got much positive personal feedback.
- We are planning to regularly include the research training module in the EX-IN programme.
- Furthermore, we try to offer research participation in our ongoing studies.

Contact



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