

CCW Journal Club

Working with children and young people in research: Supportive practices and pathways to impact

Journal of Child Health Care 2023, Vol. 0(0) 1–19
(Impact Factor 1.9)

Aim

To explore the **techniques** used to **involve children and young people** in health research and synthesise the impacts reported by **evaluations of involvement**

Literature search

Autumn 2019

Databases:

- MEDLINE,
- PsycINFO,
- Embase,
- Social Policy and Practice,
- Global Health

Search terms

Child OR young people

AND

health

AND

co-production

OR

involvement

OR

participation

OR

collaboration, from inception to Spring 2021

Inclusion criteria

population children and young people aged under 25;

description of what children and young people **were involved** in, for example, shaping research plans, collecting data, and processes of data analysis;

description of **impact** from involving young people (defined by the reports using the term impact);

evaluation of the involvement of the young people in the research;

papers published in **English** language.

The use of CASP

Critical Appraisal Skills Programme checklist

Despite scoring low on the CASP checklist, reports using examples from the study data provided quality insights into the techniques used to involve, and the impacts of involvement.

Therefore, study quality, indicated by high CASP checklist scores, was omitted from the inclusion criteria



Ethics

The involvement of young people in this review did not require ethical approval because we were not collecting data from them.

Young people reviewed the research and informed the analysis and were not asked any personal questions.

Ethical principles for involving young people in research were followed (Kirby 2004)

[InvolvingYoungPeople2004.pdf](#)

A Guide to Actively Involving Young People in Research:

For researchers, research commissioners,
and managers

Perpetua Kirby



Narrative Review

Data were extracted on:

- how **involvement** was described,
what young people **contributed** to
the **impact** of their involvement

Involvement of CYP

Mid-way through the analysis the authors discussed the emerging review findings with six members of Bristol's Generation-R Young People's Advisory Group

Bristol's Generation-R Young People's Advisory Group.

The Bristol Young Person's Advisory Group (YPAG) is a group of 40 to 45 young people aged 10 to 19 with an interest in healthcare and research.

[Bristol | Generation R](#)

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GenerationR
young people improving Research

HELP

LOG IN

ABOUT

MEET
THE GROUPS

PARENTS
AND CARERS

GET
INVOLVED

BLOG

GAMES,
VIDEOS & QUIZZES

Bristol YPAG

The Bristol Young People's Advisory Group

The influence of the young people involved.

Young people were motivated to impact research for future study participants, for example, by ensuring **appropriate language** when interviewing participants.

This prompted additional reading of the studies to identify any documentation on this type of impact, **which the review had previously overlooked.**

Three young people involved in these discussions subsequently reviewed a written summary of the review. This resulted in further examination of studies, and the inclusion of information on **payment practices, training, and impact on adult researchers.**

The **discussion was re-written** to emphasise perspectives from the young people and the practices identified in the articles that **resonated** with them

Results: 15 evaluative reports were reviewed


(Abrehart et al., 2021; Bell et al., 2021; Brady et al., 2018; Dennehy et al., 2019; Dewa et al., 2021; Dovey-Pearce et al., 2019; Dowling, 2016; Foster-Fisherman et al., 2010; Kelly et al., 2020; Lundy et al., 2011; McCarry, 2012; Turtle et al., 2010; Van Schelven et al., 2020; Van Schelven et al., 2021; Van Schelven et al., 2021; Walker et al., 2021).

Summary: reports varied in how they conceptualised impact

Some focused on young people's **impact on the research** while others listed **outputs from involvement** activities, such as photographs or posters

Impacts also included **shifts in researchers' attitudes** and young people's **learning and satisfaction** from the process

Positive impacts were grounded in the processes supporting the involvement
Review highlighted the connection between **techniques (how to involve) and subsequent impact**



Techniques and impact (1)

Flexible plans and time to build relationships and agency with young people. This appeared to result in positive experiences and impact on the research

Adapting meeting formats to suit the preferences of young people and tap into their strengths, combined with some training, were essential approaches that enabled impact

Techniques and impact (2)

Techniques for building trust and relationships include:

- meeting over a period of time,
- using creative communication tools,
- choosing a meeting place that young people are used to,
- being clear on the meeting purpose,
- a dynamic agenda set by everyone involved

Lack of focus on negative impacts or challenges

Involvement is not an intervention but emerges through social interaction and communication

Recommendations

To create **conditions for trust**, adult researchers need to be open to **changing their plans** to children and young people's preferences, since these can differ from adults' expectations.

Time is needed to **build relationships** between young people, and between adult researchers and young people.

Peer-research can generate a **wider range of data** and more **unique perspectives** in the analysis than research conducted by adult researchers alone

But substantial training and mentoring are needed to ensure young people feel comfortable and capable in this role

Questions / comments?



Discussion questions:

- What is the most important finding of the of this paper?
- How would you rate the quality of the study?

- Are the findings adding something new to this area?
- Was the paper clearly written? How was the flow of arguments? How was it structured?
- What is the most interesting aspect of the paper? It does not need to be the same as the most important bit above.
- How useful is the finding?
- How can you relate to the findings?
- What would you do differently? How would you improve the paper?

McPin Foundation (2021)

[Involving-young-people-in-research-work-guide.pdf \(mcpin.org\)](#)



INVOLVING YOUNG PEOPLE IN RESEARCH WORK



10

THINGS
EVERYONE NEEDS
TO KNOW ABOUT
RUNNING A
MEETING WITH
YOUNG PEOPLE

