



# Innovation

Research and Development Newsletter

January 2025 Issue 54



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Research priority setting  
for Dementia Inpatients



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Working in our  
Community



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Research Ready  
Schools Programme

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# Editorial



A recent report, *Child of the North: building a fairer future after COVID19*, revealed a concerning statistic: in 2021, one in six children aged 6–16 years had a probable mental health

disorder. Alarmingly, regional disparities exist, with children in the North of England experiencing higher levels of mental health difficulties compared to their peers across the rest of the country. As a parent of two primary school-aged children, this figure feels particularly striking.

At our research department, we are committed to addressing this challenge through initiatives like the Child-Oriented Mental Health Innovation Collaborative (COMIC). One way we contribute is by supporting child mental health in schools through creative outreach efforts.

In this edition, we're excited to share details about our school outreach programme, which focuses on engaging children in mental health research in an interactive and enjoyable way. Through this initiative, children are encouraged to think like researchers, creating their own research projects. For instance, they've explored questions such as whether eating sweets before school impacts learning and whether maths or history is better for mental health. Their research posters showcase the creativity and enthusiasm children bring to these activities.

Reaching out to our community is crucial for many reasons. It helps ensure our research reflects the diversity of the population, fostering inclusivity and equity. For example, one of our Research Assistants, Nafessah, has been recruiting participants in Urdu, enabling us to engage with individuals who might otherwise be excluded from research. Similarly, COMIC's work with nonverbal autistic children has employed innovative tools, such as dinky cars, to facilitate communication.

However, working closely with communities comes with challenges. Community-focused recruitment often requires more time and resources, and pre-

existing relationships with third-sector organisations are essential for creating co-produced, meaningful research. These relationships go beyond transactional interactions, emphasizing long-term collaboration and trust.

Although securing upfront funding to support these activities remains a challenge, we continue to seek opportunities to expand our outreach and strengthen our connections with local communities. Together, we can work towards a future where every child has access to the mental health support they deserve.

**Sarah Cooper,**  
**Head of Research and Development,**  
[sarah.cooper85@nhs.net](mailto:sarah.cooper85@nhs.net)





## Testimonial

Anita Lawson, Healthcare Support  
Worker, LYPFT.



I am a Healthcare Support Worker and I took part in the DIAMONDS diabetes study with the Research and Development Team last year and I am looking forward to taking part in the study this year [2024]. I showed an interest in the study because of the subject that the study is about. Diabetes is a condition that is becoming increasingly common and affects so many people especially the group of people who we work with. The condition can cause serious complications that can sometimes be prevented through self-management. I was motivated to be able to guide people to learn ways to make behaviour changes that can improve their health, empower them to manage their condition and give them control over the way they feel day to day.

The R&D team was very supportive throughout the whole process, providing excellent information about the study, how everything works, about the training, finding ways to work around difficulties with work related time issues and being available to assist with things as they happened, providing weekly contact and updates.

The training provided was not time demanding and made me feel ready for the role as a coach. The training team provided reassurance to the coaches throughout the training about our roles and support was made available to address issues that occur. The whole experience has been so valuable and has been enjoyable too.

# Dementia in-patient units in psychiatric hospitals: research priority setting

**Aims and method:** Dementia in-patient units (DIU) are mental health wards that care for people living with dementia (PLWD) whose symptoms are causing severe distress or potential risk. DIUs look after some of the most vulnerable and unwell people in society, yet they are environments that are under researched: a recent systematic review revealed only 36 articles worldwide relating to DIUs. To better understand research priorities in DIUs, we undertook a two-round online Delphi\* survey of PLWD with experience of DIUs, their carers and professionals who work in DIUs.

**Results:** Ten research priorities were described and ranked. The top three were how to use non-pharmacological techniques to manage non-cognitive symptoms of dementia, supporting families and better understanding of how to discharge PLWD safely and healthily.

**Clinical implications:** This is the first Delphi consensus to describe DIU research priorities. This paper will help researchers focus on the areas that matter most to people who use DIUs.

\*A Delphi Survey is a series of questionnaires that allow experts to develop ideas about potential future developments around an issue. The questionnaires are developed throughout the process in relation to the responses given by participants.

**For access to the full study please visit:**  
<https://pubmed.ncbi.nlm.nih.gov/38949259/>

**George Crowther**  
LYPFT, [georgecrowther@nhs.net](mailto:georgecrowther@nhs.net)

## Other Researchers

Rebecca Dunning, Humber Teaching NHS Foundation Trust; Gregor Russell, University of Leeds; Emma Wolverson, University of Hull; and Benjamin Underwood, Cambridgeshire and Peterborough NHS Foundation Trust, Cambridge.





**SPACES is seeking to develop a physical activity intervention that suits the needs of people with severe mental health conditions, this is a report about the feasibility trial we completed in 2023.**

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These findings helped us to make some changes to the intervention we developed before we test the programme more widely. This document will tell you about the feedback we got from people who took part in the feasibility trial, and how suitable they felt the intervention was for them.

**The target of the feasibility trial was to test whether the SPACES physical activity intervention was acceptable for participants.**

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By acceptable, we mean both that they found the intervention helpful and suitable for their needs, but also that they found it enjoyable and had largely positive experiences whilst taking part.

**The team needed to recruit 48-72 people to be able to complete the feasibility trial, and a total of 71 participants took part across the country. Of these, 54 participants took part all the way through to the follow-up period.**

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Because the trial uses activity trackers, known as accelerometers, to measure people's physical activity levels, it was important to check that this was something participants would be happy with. Of the 54 participants who were asked during follow-up to wear an accelerometer, only one did not want to do this. Most participants were able to wear the accelerometers for enough time to provide important data about their activity levels, showing that they will be appropriate to use in the main trial.

**Most of the participants (96%) who took part in the SPACES intervention agreed that the intervention met their approval, 86% liked the intervention and 97% welcomed taking part in the intervention. This positive feedback shows that the SPACES intervention design was acceptable overall.**

Interviews with SPACES participants and PACs (Physical Activity Co-ordinators who delivered the intervention) supported this feedback, with most people telling us that the intervention was acceptable and feasible, whilst also providing valuable feedback to improve the intervention for the full-scale trial.

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# Improving the integration of care for trans adults

## ICTA: a mixed-methods study

This research concerns improving the range of National Health Service health services that trans adults need. Trans people have a different gender from that assigned at birth or in early childhood. Not all need to make a medical transition to express their gender, and transition can take many different forms, including hormone therapy, various kinds of surgery, and other procedures such as hair removal. At the time of writing, trans people over 17 who need to make a medical transition can seek care at one of the United Kingdom's 10 specialist National Health Service Gender Identity Clinics. However, people must wait a very long time before they are seen.

Through 110 in-depth interviews, as well as focus groups attended by 23 people, this research explored recent experiences of trans people receiving various kinds of health care. A further 55 interviews investigated the views of National Health Service and voluntary-sector staff involved in delivering trans health care. All of this has led to insights about how services can be improved, and the development of online courses for healthcare staff and for people who use services or support those who use services.

### **The research indicates what can lead to experiences of poor care that is not 'joined up':**

- lack of respectful treatment of trans people by general practitioner practices;
- inadequate funding of services;
- lack of support while waiting;
- the extended and difficult nature of Gender Identity Clinic diagnostic assessments;
- breakdowns in collaboration between Gender Identity Clinics and general practitioner practices over hormone therapy;
- lack of National Health Service psychological support for trans people.

### **The research indicates some important ways to improve care:**

- training in trans health care for general practitioners;
- third-sector peer-support workers for trans people who come to National Health Service services;
- gender services taking a collaborative approach to assessing what people need, clarifying treatment options, benefits and risks;
- regional general practitioner-led hormone therapy clinics, bringing trans health care into the mainstream;
- psychology services that support trans people rather than assessing them.

### **For access to the full study please visit:**

<https://www.journalslibrary.nihr.ac.uk/hsdr/EWTA4502/#/abstract>

**Richard Holti, Open University, [richard.holti@open.ac.uk](mailto:richard.holti@open.ac.uk)**

### **Other Researchers**

Richard Holti, Ben Vincent, Paul Walley, Evelyn Callahan and Naomi Moller, Open University; Jamie Fletcher, Yorkshire MESMAC; and Sam Hope, Independent Researcher.



# Working in our communities to improve the inclusion and diversity of research we offer

In this article we describe different ways as a team we reach out into our communities. This work allows us to improve the inclusion around research and ensures the research we delivery serves the diversity of our population.

## The COMIC YPAN - Working towards a youth-centered research community

The Child Oriented Mental Health Innovation Collaborative (COMIC) prides itself on the involvement of the public and service users how have lived experience to aid and inform on our research to further its impact. Our mission is to conduct innovative research *for* young people, *by* young people.

We achieve this through different mediums but primarily through our Young Person's Advisory Network (YPAN) - this is a collection of community groups, inpatient units, schools/ colleges, universities and individuals who all wish to use their voice to make a difference in how we do our research. Been established for 2 years, the YPAN boasts over 140 young people, 6 youth community groups, 2 inpatient units, and 1 research ready school to name but a few. The network operates by collaborating with these 3rd sector organisations that are already embedded in the community and have strong, positive relationships with children and young people. We have collaborated with the YPAN on many of our research projects, from identifying a research gap to the dissemination of our findings ensuring our initiatives are relevant and impactful. The relationships with the YPAN members are built with an understanding of trust and equitability – we may be professionals, but they are the experts.

## Utilising the network

At the beginning of our proposed project VOICES (diVerse Options for Including non-speaking autistic Children and young people in their care: an Ethnographic Study), we utilised connections in the YPAN to discuss the research we are hoping to run by attending one of our members sessions with young people who are neurodivergent and non-speaking or minimally verbal. The Snappy trust is a small charity based in York, committed to aiding the personal development of children and young people with wide ranging disabilities.

To accommodate for the individual needs of each person in this group, the team took an ethnographic approach by attending multiple sessions with the group's members and facilitators allowing us to develop better communication aids for when we wanted to discuss our research with them.

During another of our ongoing projects, DIVERT (Co-producing a distress tolerance intervention to reduce self-harm episodes in young people), the YPAN has been utilised to inform on the direction of the research and study materials. Prior to the study beginning recruitment, the research team asked York College, a member of the YPAN, to comment on and amend recruitment posters so that they were more appealing. The young people provided valuable feedback on the design and content of the recruitment posters. This allowed the research team to develop recruitment materials that were more visually engaging and accessible to young people.

Further into the project development, Chilypep (a youth centered empowerment project dedicated to raising the voices of young people with group





in Sheffield and Barnsley), were asked to create a character that would be used during the DIVERT workshops and focus groups as a means for young people to discuss their experiences with self-harm without having to refer to themselves. To Further the relevance of the character, Mill Lodge (a CAMHS inpatient unit, and another member of the YPAN) helped design the character by altering visual aspects to be more appealing.

Additionally, a member of the YPAN helped to record a video information sheet. Another member of the YPAN helped create a video disseminating COMIC's previous research around self-harm, this means young people in the DIVERT co-production group heard about research from another young people, rather than only hearing from the research team. These two projects also gave members of the YPAN experience in presenting research, which they valued as psychology students.

**Jamie Telford, Research Assistant**

## Using Urdu to recruit participants into Diabetes and SMI study (Diamonds)

Hello! My name is Nafeesah, I am a Research Assistant working within the LYPFT R&D department. I have worked on the Diamonds study, which is a diabetes self-management for people with severe mental illness. My role mainly involved screening for eligible participants that met the study inclusion criteria and completing consent, baseline and follow up appointments.

The study team had all the study documents translated in Urdu, and due to Urdu being my second language, I was able to apply the language skills I had to approach people who spoke Urdu. I did this by attending local mosques and centres to speak to people about the study and providing them with the information sheet in Urdu. We successfully recruited an Urdu speaking participant as well as a Potwari speaking participant to the study. I am glad we had the ability to be inclusive and give opportunities to those groups who often get left out and provided them with a fair chance to take part in research.

Our Trust was one of the few trusts that were able to offer this opportunity to our service users and local people in Leeds, giving us the chance to connect with communities in a way that has not usually been possible. We hope to maintain relationships with those communities and hope that more study teams choose to work inclusively.

**Nafeesah Ali, Research Assistant**

# Research Ready Schools Programme an innovative way to involve young people in the world of research

Involving the general public, as well as service users, in mental health research is something we in the Child Oriented Mental Health Innovation Collaborative (COMIC) team are passionate about, as expressed through our wildly successful Young Person's Advisory Network (YPAN). This has allowed for the team to conduct Patient and Public Involvement (PPI), an innovative methodology that allows the inclusion of individuals in research without the need for long term commitment. Through this collection of different groups in the community, we can give young people a platform to utilise their voice and aid in our research by using their lived experience.

The YPAN stands for more than to collate groups of young people, we intend to focus on developing and aiding young people in their professional and personal development through different outreach projects.

In September, the COMIC Team visited a local primary school to deliver an introduction to research programme to year 4 children. The programme ran over 6 weeks and covered topics such as:

**'what is research?'**

**'what does a researcher look like?'**

**'why is mental health research important?'**

**'why is it important to include the voices of children and young people in research?'**

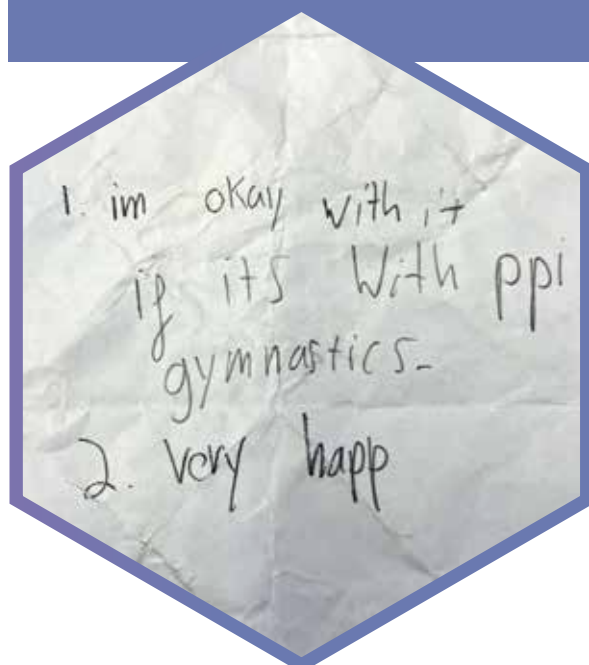
**'how do we collect data in research projects?'**

The children learned about the importance of diversity in research and making sure everyone is represented and able to share their lived experience. Over the 6 sessions, different members of the COMIC team visited the school to aid the PPI lead in delivering the sessions often utilising their skills in the team to help guide the pupils from their lived experience.

By involving children in research from a young age, we hope to help breakdown stigma around mental health and help empower them to take an active role in their own and others mental health and wellbeing.

By the end of the 6 weeks, the children were able to work in groups to discuss potential research questions and design the collection of the data. They surveyed their classmates and put the background information, data and conclusions together on a poster, which they presented to the class. The children gained confidence in sharing their ideas with others and enjoyed finding out new information to use on their posters and were awarded certificates in an assembly with the whole school.

From this outreach project we have begun to gain insight into what children know and understand about both mental health and research, but it has also given the pupils the invaluable opportunities to begin their own research journeys with a better understanding of what constitutes good practice. Through examples of research methodologies, we were able to run a small PPI session early on in the programme whereby we asked the class to write down how they would feel if they were asked to take part in a research study; the answers were varied from 'Very happy' and 'It's fun and you can do loads of exciting activities' to 'Confused' and 'I do not like it because it's crowded'. We then



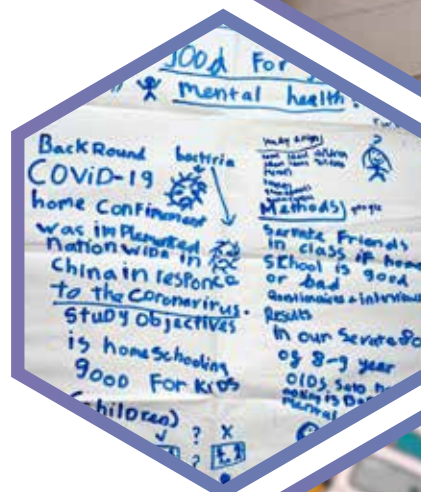
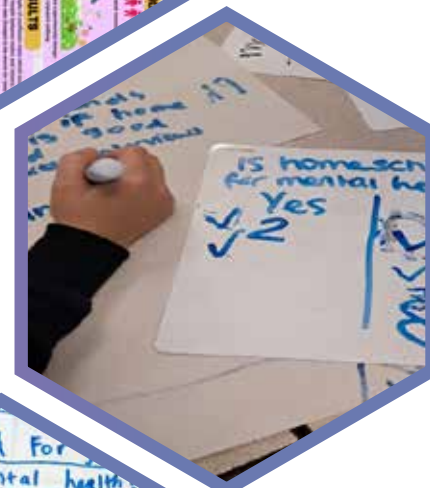
followed up with the pupils and class teacher to gain some feedback about how they felt the sessions were for them, some of the pupils said:

*"It was fun and exciting!"*

*"The sessions made me think about science and the human body more",*

*"exercise if good for my mental health"*

*"I would absolutely take part in research!"*



The overwhelming positivity continued with 10 respondents' comments that they would like to take part in research in the future and that they began to practice mindfulness techniques outside of school, these included; playing football, listening to music, playing outside with friends and cuddling mum and dad. Following the success of this first round we are now planning to implement the programme into more schools and adapt it so that we can apply this to secondary schools as well.

# Hello my name is Lauren...

Hello! I am COMIC's new Research Assistant who is currently working on the Eating Disorder Inpatients (EDIP) Study. I am involved in conducting interviews with young people (aged 12-21 years) and parents/carers to explore why some young people are referred for admission to inform future research and impact admission rates. I will also be assisting with other ongoing and future research projects within the team. I have a background in Psychology with a Master of Science in Psychology degree from the University of York and I am interested in child development, eating disorders, mental health and wellbeing. I previously worked as a Research Assistant on Developmental Cross-Cultural Psychology studies with 4- and 5-year-old children and their mothers during my time at the University of York. At University I was actively involved in several volunteering commitments within mental health and education with children, young people and adults.





# Out and about

Read about events the Research department have been attending over the last six months.

## Celebrating 10 Years of Research Excellence hosted by the Yorkshire & Humber CRN

I enjoyed the varied agenda, especially hearing from people with lived experience about their roles in health research. A large number of posters were displayed at the event and there was lots of time to review these, discuss them with those who had made them, and vote for the best ones. The event presented a good opportunity to network with colleagues in similar and quite different fields. I was also able to sign up to the UK BioResource research which was a great bonus!

Although there was a large focus of the presentations and posters on clinical health research, I was very pleased to have been voted to receive a High Commendation on the poster I displayed at the event which focused on children's mental health. The poster described the methods and findings from the CONIFAS study (led by Dr Hannah Armitt and Dr Peter Coventry) in which we co-produced a nature activity box with children with ADHD, their parents/carers, and relevant professionals.

The event was a really good showcase and summary of the excellent work undertaken in Yorkshire & Humber in the last ten years and made for a great space to network with others in the field.

**Ellen Kingsley**



## Ethnic Minority Research Inclusion (EMRI) event

It was a pleasure to witness the energy and passion forged between the research community and the region's public contributors.

Attending the first Ethnic Minority Research Inclusion (EMRI) event left a lasting impression. EMRI hosted a celebration that showcased the paths paved and the doors opened to collaborative and representative approaches in health research. I was moved by the reflections shared throughout the day—inspiring accounts of co-production where everyone was valued equally. My takeaway from the event: We cannot achieve health equality without equality in health research.

**Gemma Williams**



## **Do you see things that other people do not?**

If so, you may be able to help us out!  
We are looking for people with a psychosis  
diagnosis (such as schizophrenia) who also  
see visions (or visual hallucinations) to take  
part in an exciting study developing our  
understanding of these.

If you would like to take  
part, please discuss with  
a staff member, who can  
contact

Lisa Hackney on  
07980956795 or

[lisa.hackney1@nhs.net](mailto:lisa.hackney1@nhs.net)

*Recruitment end date: 04/03/2025*

### **Key information**

- The assessment will take 30-45 minutes.
- Someone can support you to complete this or it can be done on your own online.
- Your answers will be kept confidential.
- You get £10 for taking part.

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**NIHR** | National Institute  
for Health Research

**NHS**  
Cumbria, Northumberland,  
Tyne and Wear  
NHS Foundation Trust



# RESEARCH FORUM 2025

**DATE:**

25 FEBRUARY 2025

**LOCATION:**

THE BRIDGE, BRIDGE COMMUNITY  
CHURCH, RIDER STREET, LEEDS, LS9  
7BQ

Join us for an exciting event designed to celebrate the impact of research in healthcare!

The Research Forum will showcase the outcomes of the latest research conducted within our Trust and beyond. This event will bring together a diverse group of delegates, including Trust staff, academic professionals, NHS/NIHR staff, service users, carers, and families - everyone with a shared interest in improving healthcare through research

**What to expect:**

- **Research**

**Outcomes:** Hear about the latest findings from research that took place in the Trust.

- **Networking:**

Connect with Trust staff, NHS professionals, researchers, service users, and others in the field.

- **Interactive**

**Sessions:**

Participate in discussions that could help you plan, design and share your research.

- **Poster**

**presentations:**

Encapsulating the various aspects of research.

FOR MORE INFORMATION  
AND TO BOOK YOUR PLACE  
VISIT:

[HTTPS://WWW.LEEDSAND  
YORKPFT.NHS.UK/RESEAR  
CH/ABOUT-US/RESEARCH-  
FORUM/](https://www.leedsand-yorkpft.nhs.uk/research/about-us/research-forum/)



## Routine screening for gambling-related harm

### Would you fill in questionnaire measuring gambling and gambling related harm for an NHS study?

The aim of this research is to find out how many people may be suffering from gambling related harm in mental health and drug and alcohol services in England.



We would like to people to fill in a short **anonymous** questionnaire if they are:

- Attending drug and alcohol or mental health NHS services in the UK.
- 18 years of age or older.

**You do not have to actively gamble to fill in the questionnaire.**

We would also like your permission/ consent to link the gambling questionnaire to information already collected by this service. This will be completely anonymous, and we will have no way of identifying you.

If you would like to take part in this study, please contact the research team:  
[alice.locker@nhs.net](mailto:alice.locker@nhs.net)

#### **If you need help for gambling related harm:**

National Gambling Helpline: 0808 8020 133 (available 24 hours a day, 7 days a week)

National Problem Gambling Clinic: 020 7381 7722; email: [gambling.cnwl@nhs.net](mailto:gambling.cnwl@nhs.net)

Gamblers Anonymous: [gamblersanonymous.org.uk](http://gamblersanonymous.org.uk)

Samaritans: 116 123; email: [jo@samaritans.org](mailto:jo@samaritans.org)

**HAVE YOU EVER STRUGGLED WITH FEELING DIFFICULT  
EMOTIONS OR EXPRESSING THEM?**

**ARE YOU 11-18 YEARS OLD?**

**WE WOULD LIKE YOUR THOUGHTS  
ON HOW SELF-HELP TOOLKITS  
COULD BE USED BY YOUNG PEOPLE  
WHO EXPERIENCE SELF-HARM**

**WE ARE RUNNING TWO SEPARATE GROUPS  
FOR YOUNG PEOPLE WHO:**  
(1) HAVE NEVER USED A SELF-HELP TOOLKIT  
(2) HAVE USED A SELF-HELP TOOLKIT/SELF-  
SOOTHE BOX BEFORE



**TWO HOUR GROUP  
DISCUSSION**



**VOUCHER TO THANK  
YOU FOR TAKING PART**



**THE FOCUS GROUP WILL BE  
HELD IN YORK LIBRARY  
ON A SATURDAY**

**IF YOU WOULD LIKE TO TAKE  
PART PLEASE EMAIL US**

**E.KINGSLEY@NHS.NET  
S.WALKER54@NHS.NET**

**FIND OUT ABOUT US**



## Funding & Academic Training

Course Name	Details	Provider	Cost & additional Information	Link
<b>Child and Adolescent Psychotherapy DPsych</b>	The UCL Doctorate in Child and Adolescent Psychoanalytic Psychotherapy (DPsych) is a four-year professional clinical training programme, accredited by the Association of Child Psychotherapists (ACP). It combines working in a clinical setting, with lectures and seminars to support academic development and the opportunity to complete a doctoral level research project. Teaching is offered in a mixture of large and small group settings and aims to provide a thorough understanding of normal child development, childhood psychopathology and psychotherapeutic techniques linked with direct experience of clinical work and conducting relevant research.	The programme is a collaboration between UCL, Anna Freud and the Independent Psychoanalytic Child and Adolescent Psychotherapy Association (IPCAPA) at the British Psychotherapy Foundation (bpf), alongside NHS training placement providers.	Full time UK Tuition Fees (2025/26) £6,215 Programme starts September 2025	<a href="https://www.ucl.ac.uk/prospective-students/graduate/research-degrees/child-and-adolescent-psychotherapy-dpsych">https://www.ucl.ac.uk/prospective-students/graduate/research-degrees/child-and-adolescent-psychotherapy-dpsych</a>
<b>MA: Mental Health and Young People</b>	Focuses on emerging issues within mental health, ensuring that you are at the forefront of practice nationally and internationally. The course will adopt a multidisciplinary approach, with three elements that focus on theory, practice and research in mental health that are integrated into each module. You will explore a range of evidence-based practice in early intervention methods for promoting emotional wellbeing. There will be a chance to personalise your assessments throughout the course, with negotiated tasks linked to your own strengths to evidence the course outcomes. By the time you graduate, you'll have the skills, knowledge, and experience to make a positive impact on the mental health of children and young people.	Leeds Trinity University.	Full-time (1 year) Part-time (2 years) Annual Tuition Fee: £6,000 Full time If you studied your undergraduate degree at Leeds Trinity University, you may be eligible for a discount of up to 50% on the cost of your tuition fees Start date: September 2025 Location Main Campus (Horsforth)	<a href="https://www.leadstrinity.ac.uk/courses/postgraduate/mental-health-in-children-and-young-people/">https://www.leadstrinity.ac.uk/courses/postgraduate/mental-health-in-children-and-young-people/</a>
<b>PhD/MPhil Mental Health</b>	Our PhD/MPhil Mental Health programme enables you to undertake a research project that will improve understanding of Mental Health.  Our postgraduate research programmes in mental health are based on individually tailored projects. Applicants are specifically matched with a primary academic supervisor according to their research interest and background.	The University of Manchester. School of Psychological Science.	Duration 3-4 years PhD, 1-2 years MPhil Entry requirements We require applicants to hold, or be about to obtain, an Upper Second class Honours degree, or the equivalent qualification gained outside the UK, in a related subject area for entry to a PhD programme. A Lower Second class Honours degree may be considered if applicants also hold a Master's degree with a Merit classification. PhD (full-time) UK students (per annum): Standard £TBC, Low £11,500, Medium £17,500, High £23,500 PhD (part-time) UK students (per annum): Standard £TBC, Low £5,750, Medium £8,625, High £11,750	<a href="https://www.manchester.ac.uk/study/postgraduate-research/programmes/list/10943/phd-mphil-mental-health/">https://www.manchester.ac.uk/study/postgraduate-research/programmes/list/10943/phd-mphil-mental-health/</a>
<b>NIHR Associate Principal Investigator Scheme</b>	The Associate PI Scheme is a six month in-work training opportunity, providing practical experience for healthcare professionals starting their research career. People who would not normally have the opportunity to take part in clinical research in their day-to-day role have the chance to experience what it means to work on and deliver an NIHR portfolio trial under the mentorship of an enthusiastic Local Principal Investigator (PI).	NIHR.	If you are funded 50% or less of your time to conduct research, then you could be eligible to take part in the Associate PI Scheme. Please email <a href="mailto:associatepisceme@nihr.ac.uk">associatepisceme@nihr.ac.uk</a> and we can discuss eligibility with you. Enrolment in these cases will be made on an individual basis.  This link takes you to a video that explains the scheme: <a href="https://www.youtube.com/watch?v=at5PM61X0Yw">https://www.youtube.com/watch?v=at5PM61X0Yw</a>	<a href="https://www.nihr.ac.uk/career-development/clinical-research-courses-and-support/associate-principal-investigator-scheme">https://www.nihr.ac.uk/career-development/clinical-research-courses-and-support/associate-principal-investigator-scheme</a>

Please contact the Research department if you are considering applying for the above as there is lots of support available

## Training and Networking

Course Name	Details	Provider	Cost & additional Information	Link
<b>A guide to starting out in clinical academic research</b>	10 free, short films offering advice and tips on engaging in research and/or pursuing a clinical academic career.	Produced by the University of Southampton, NIHR ARC Wessex and University Hospital Southampton NHS Foundation Trust.	Free.	<a href="https://vimeo.com/showcase/9710034">https://vimeo.com/showcase/9710034</a>
<b>PRINCE2® Foundation &amp; Practitioner - Both Exams Included</b>	This is a professional certification. This is a globally recognised qualification, offering a common and consistent approach to project management. The PRINCE2 methodology will give you the advantage of delivering successful results, regardless of the sector you work or plan to work in.	e-careers.	Price: £1,295 plus VAT Study method: Online Duration: 50 hours - Self-paced Access to content: 6 months	<a href="https://www.reed.co.uk/courses/prince2-foundation-practitioner-both-exams-included/24314#/courses/project-management">https://www.reed.co.uk/courses/prince2-foundation-practitioner-both-exams-included/24314#/courses/project-management</a>
<b>Writing a plain language (lay) summary of your research findings</b>	E-module which is designed to provide learning and guidance for the creation of effective plain language summaries of research findings, including how to write in Plain English.	NHS Health Research Authority.	Free.	<a href="https://www.hra.nhs.uk/planning-and-improving-research/best-practice/writing-plain-language-lay-summary-your-research-findings/">https://www.hra.nhs.uk/planning-and-improving-research/best-practice/writing-plain-language-lay-summary-your-research-findings/</a>
<b>Searching and Generative AI (GenAI)</b>	This online guide outlines GenAI. GenAI tools analyse large training datasets to generate new, original content in response to instructions ('prompts') from users. This content can include text, images, video and code. GenAI chatbots including ChatGPT and Microsoft Copilot provide human-like, conversational responses to written prompts. It is important to understand that these tools recognise patterns but do not understand the content - this can lead to biases and inaccuracies in the content they generate.	University of Southampton.	Free.	<a href="https://library.soton.ac.uk/sash/generative-ai">https://library.soton.ac.uk/sash/generative-ai</a>
<b>Special Interest Groups for Research</b>	We are also developing Special Interest Groups for staff, where those in similar roles across the trust can meet regularly to discuss research ambitions.  Any identified research findings can be shared that may contribute to the improvement of best practice. Gaps in practice can be raised, and interested peers can offer to contribute to the development of methods to address these. Research training opportunities can also be highlighted for those wishing to improve their skills. There are two currently running very successfully (one for Social Workers and one for Psychologists).	LYPFT.	Ongoing throughout the year.	If you are interested, please contact our research team at: <a href="mailto:research.lypft@nhs.net">research.lypft@nhs.net</a>
<b>Public Involvement in Research</b>	This course provides a good overview of the different methods of involving patients and public in research and what these can look like at each stage of the research process.	Imperial College London.	Free.	<a href="https://imperial.ac.uk/patient-experience-research-centre/ppi/ppi-training/">imperial.ac.uk/patient-experience-research-centre/ppi/ppi-training/</a>
<b>Critical Appraisal – A Beginners Guide</b>	Training to support healthcare staff in Leeds to search online information resources effectively, critically appraise healthcare literature, and improve awareness of the health literacy needs amongst our patients.	Leeds Libraries for Health – A Collaboration between the LYPFT library and other healthcare libraries in Leeds.	Free - A schedule of group courses delivered via MS Teams are offered throughout the year.	<a href="https://www.leedslibraries.nhs.uk/information-skills-training">https://www.leedslibraries.nhs.uk/information-skills-training</a>
<b>Writing for Publication</b>				
<b>Health Literacy Awareness</b>				
<b>Searching Skills</b>				

Innovation is a newsletter for sharing and learning about research. This includes information about projects being carried out in your area. As such we welcome any articles or suggestions for future editions.

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