<table>
<thead>
<tr>
<th>Page</th>
<th>Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>03</td>
<td>INTRODUCTION</td>
</tr>
<tr>
<td>04</td>
<td>IHC, RESEARCH CENTRES AND CLUSTERS</td>
</tr>
<tr>
<td>06</td>
<td>EXTERNAL REVIEW</td>
</tr>
<tr>
<td>09</td>
<td>EXAMPLES OF KEY RESEARCH ACTIVITY</td>
</tr>
<tr>
<td>14</td>
<td>GRANTS AND OTHER INCOME – TABLE OF INCOME FROM FINANCE</td>
</tr>
<tr>
<td>16</td>
<td>ESTEEM HIGHLIGHTS</td>
</tr>
<tr>
<td>19</td>
<td>PUBLICATIONS</td>
</tr>
<tr>
<td>29</td>
<td>SELECTION OF PHD SUPERVISION</td>
</tr>
<tr>
<td>33</td>
<td>CONFERENCES</td>
</tr>
<tr>
<td>37</td>
<td>PUMP PRIMING</td>
</tr>
<tr>
<td>38</td>
<td>EXAMPLES OF OUTCOMES</td>
</tr>
<tr>
<td>40</td>
<td>KEY NOTE LECTURES AND SEMINAR SERIES</td>
</tr>
<tr>
<td>41</td>
<td>VISITING SCHOLARS PROGRAMME</td>
</tr>
<tr>
<td>43</td>
<td>MEMBERS OF IHC &amp; CONTACT INFORMATION</td>
</tr>
</tbody>
</table>

Left: Public Memories and Visions (p13)
Right: The IHC/EdD postgraduate research student conference (p34)
I am delighted to introduce the 2014/15 Annual Report of the Institute of Health and Community (IHC). Much has been achieved by members of the IHC and its three embedded Research Centres in the 3 years since its launch, and this report provides an opportunity to showcase a selected sample of these. The IHC has fostered the development of new partnerships and relationships, and these in turn have led to innovative inter-disciplinary work across several cross-cutting themes. This approach aligns with UK government policy of increasing integrating health and social care.

The IHC was a key contributor to the recent Research Excellence Framework (REF 2014) exercise with IHC members making up around two-thirds of the submissions to Unit of Assessments (UoA) 3 and 22 (Allied Health Professions, nursing and dentistry, and Social Work and Social Policy, respectively) and around half of the staff submitted to UoA 25 (Education). All of these UoA’s were judged to include significant proportions of research outputs rated as “world-leading” or “internationally – excellent”.

In late 2014, the IHC and its Research Centres were subjected to an external review by the Reverend Professor Pauline Pearson of Northumbria University and the key findings and recommendations are summarised in this report. Overall, the review was extremely positive, highlighting what has been achieved in a very short time-frame and pointing to a very strong future for IHC. We owe much to the Centre Leads and to the previous Director of IHC, Gayle Letherby, for taking the Institute this far in its formative years.

By its very nature, this type of report is a retrospective view and the work of IHC has already moved on considerably since it was compiled. As Acting Director of IHC, I will almost certainly not be writing the next Annual Report. From a personal view this is a pity, because the recent achievements of IHC and its membership in the months following those in the period covered by this report will certainly eclipse all that has gone before. The IHC is in excellent health and I would encourage researchers and stakeholders with an interest in health, social care and community to engage with IHC and add to its portfolio of success.

Professor Graham Sewell
Associate Dean for Research and Acting Director of IHC
IHC, RESEARCH CENTRES AND CLUSTERS

The Institute of Health and Community (IHC), Plymouth University, is a multi-disciplinary Institute with a vibrant research culture and a focus on innovation and enterprise.

The institute currently houses three multi-disciplinary Research Centres:

- **Centre for Culture, Community and Society (CCCS)**
- **Centre for Health and Social Care Innovation (CHeSCI)**
- **Centre for Methodological Innovations (CMI)**

Each Research Centre supports a number of research clusters and units. The IHC also has strong collaborative links with researchers and practitioners across Plymouth University and beyond. Key characteristics of the IHC include:

- World class research
- The promotion of research informed teaching and research informed practice
- Innovative methodological approaches and practices
- Proactive engagement with practitioners and organisations who share our ambitions to have a real impact on our communities through use of world class research and facilities
- A positive and encouraging environment which attracts and supports new researchers and helps facilitate their continuing development.

The IHC acts as a gateway for those undertaking important areas of research and innovation in the areas of health and community at Plymouth University and promotes and builds the work of our Research Centres, clusters, units and of individuals across the University. We have a strong history of welcoming research partners from different locations across the world, different types of organisations (private, public, charitable and community) and from different academic disciplines.

It is this diverse profile which makes our research stronger and our ambition to create genuine impact more achievable. By working with you the IHC aims to develop and extend our national and international reputation for impactful research and related activity that informs solutions to the critical dilemmas that society faces and which are of relevance to business, government, civil society and the broader community.

Centre for Culture, Community and Society (CCCS)

Centre Director: Alison Anderson, Deputy Director: Jocey Quinn

The Centre for Culture, Community & Society is an interdisciplinary research centre which focuses on issues related to culture and community with respect to health and education. Members of the centre are engaged in local, national and international research and are drawn from faculties across the university.

Research clusters are in the following areas:

- Creativity and well-being
- Communicating environmental sustainability
- Early childhood
- Equality and learning through the life-course
- Rural issues and community

Members of the centre are involved in a number of nationally and internationally high-profile pieces of research and associated activities. For example, international work with street children, comparative education, early childhood, an ESRC international network on outdoor learning, and the role of the media in communicating sustainability issues. This centre edits the international peer-reviewed journal Environmental Communication [http://www.tandfonline.com/toc/renc20/current#](http://www.tandfonline.com/toc/renc20/current#) is published by Routledge and the official journal of the International Environmental Communication Association ([https://theieca.org/](https://theieca.org/)).
We have long-standing working links with Monash University, CUNY, University of Georgia, Oklahoma State University and La Trobe and Griffiths University in Australia, with a number of joint applications for funding from the ESRC and the Australian Research Council. Members of the centre are also involved in commissioned consultancy e.g. Council of Europe to analyse Higher Education in Bosnia and Herzegovina. Additionally, there are strong research links with an eight European country research project. International links include with Germany, Italy, Luxemburg, Cyprus, Lithuania and Spain via Erasmus Plus Projects, and EU expert networks such as NESET (network of experts on the social aspects of education and training).

Centre for Health and Social Care Innovation (CHeSCI)

Centre Director: Ruth Endacott, Deputy Director: Jenny Freeman

This multi-professional research centre is driven by the challenges that face health and social care. Members are engaged in local, national and international research from clinically based studies to theoretical work.

The Centre is both multi-disciplinary and multi-professional in its approach incorporating members from across health and social science disciplines. This work is primarily located in the Schools of Health Professions, Nursing & Midwifery and Government. However, we also have active partnerships with colleagues at NHS Trusts and Local Authorities across the region and Plymouth University Peninsula Schools of Medicine and Dentistry.

Clusters in CHeSCI
- Applied Health Genetics
- Clinical Skills Innovation
- Dietetics and Health
- e-Health
- Eye and Vision Research
- Occupational Science
- Oral and Dental Health
- Rehabilitation
- Social Science and Health
- Sustainability, Society and Health

Centre for Methodological Innovations (CMI)

Centre Director: Carole Sutton, Deputy Director: Julie Parsons

This research centre is concerned with improving the understanding and application of innovative approaches to the research of the social world drawing upon techniques and methods from the social sciences, natural sciences and humanities.

This inter-disciplinary membership provides a platform for both informal and formal discussion of methodological issues in a supportive environment. It encourages and facilitates the adoption of both good methodological practice and innovative methods.

The Research Centre is concerned with both Qualitative and Quantitative methods, methodology, and epistemology in health, education, and social research. Particular expertise includes auto/biography, narrative research and analysis, participatory research techniques, and Social Network Analysis. The Auto/Biography Cluster was formed in spring 2013 and members meet regularly.

Members of CMI established the Methodological Innovations Online journal in 2006. The journal includes a number of special editions reflecting contemporary issues in methodological innovation including ‘Case-Based Approaches to the Analysis of Quantitative Data’, the ‘Impact of Research on Policy’, ‘Survey methods for hard to reach populations’ and ‘Making qualitative data more re-usable’. Members of the Centre also edit the journal Sociological Research Online. Methodological Innovations Online was recently
An external review of the IHC was undertaken in December 2014 by Reverend Professor Pauline Pearson, Professor of Nursing, School of Health, Community and Education Studies, Northumbria University. The review was very positive and a summary is shown below:

This review was undertaken at the request of the incoming Dean of the Faculty of Health and Human Sciences to provide her with an independent overview of the Institute of Health and Community (IHC) incorporating an appraisal of its strengths and weaknesses and an examination of the challenges and opportunities available to it after 2.5 years of existence.

The timing of the review is relatively early in the Institute’s life.

Fifteen people were interviewed, and a range of papers and reports scrutinised.

Key findings were:

- IHC has provided stability and continuity for research in health, social care and education during a period of considerable institutional flux.
- It has operated with a high degree of transparency and met its agreed Key Performance Indicators.
- IHC has provided a wide range of people with clear focus, opportunities for collaboration and support to undertake and build their research. Systems have been aligned well. Some Doctoral Training Centre functions are undertaken within IHC.
- The environment is one where there is a culture of nurture and encouragement, as well as communication, collaboration and focus. IHC has been effectively led to date.
- IHC has developed a strong external profile, among HEIs in UK and abroad, with local NHS and Local Authority stakeholders, and with members of the general public, including strong connections with U3A Plymouth.
- IHC currently receives a limited amount of funding from the University and is subsidised in kind by the Faculty of Health and Human Sciences. Research funding is primarily attributed to PIs' host Schools.
- IHC is one of six Institutes within the University. Each operates differently. IHC is cross Faculty, interdisciplinary and aims to be self-sustaining by the end of its 5th year of operation. Its current growth trajectory suggests that it will be.
- Possible models for future funding include: membership based; workload based; service level agreements; percentage research funding overheads; or a combination of these. A proportion of funding might also come from research focused CPD provision.
- IHC has currently existed for 2.5 years. It is not yet mature, but demonstrates sustained growth and a positive trajectory.
- Work is needed on sustaining and facilitating engagement with key academic and policy drivers.
- Opportunities exist to develop higher profile and more focused work in relation to Public Health and the implications of the Care Act 2014 as well as attending to other policy shifts. These also offer opportunities for greater collaboration with PUPSMD.
- There is some evidence that IHC acts as an accelerator for the development of professions and practice. This may be an area for further income generation in the future.
Plymouth researchers collect evidence for national oral health promotion activity

As part of the new dental contract, general dental practitioners will be required to promote oral health awareness and prevent oral disease. But what are the best ways for dentists to achieve this?

The National Institute for Health and Care Excellence (NICE), which will ultimately make recommendations for how this activity will be implemented, has appointed dental researchers from Plymouth University Peninsula Schools of Medicine and Dentistry to collect and review related evidence and present it to the NICE committee responsible for developing policy guidelines.

The research team also includes specialist socio-economic researchers from Plymouth University who have experience in analyzing health-related systems, and input from the British Dental Association.

The last round of reviews to investigate oral health promotion took place in the late 1990s. They resulted in the evidence that underpinned a health promotion toolkit used by some dentists, but the evidence that shows if the toolkit works or not has not been collected in a long time.

If, as part of the new dental contract, dentists will be required (and paid) to promote oral health awareness and prevent oral disease, then those organisations commissioning their services will need updated evidence to identify the methods used and to show that they work.

The research team is led by Professor Liz Kay, Foundation Dean of Peninsula Dental School and Professor of Dental Public Health (CheSCI) who was awarded £54,628 from NICE to undertake this research.

She said: “Effective oral health promotion has been a professional interest of mine for the last 30 years, and I am delighted that my colleagues and I are in the position to support NICE in making its recommendations for how best dentists can approach the issue. In most cases oral diseases are preventable diseases – by embedding oral health promotion and disease prevention within dental care we can make a visit to the dentist a better experience for the patient and improve oral health across the board.”

The research team will present its findings to NICE in October 2015.
The Health App Challenge
Apps for patients, by patients

Professor Ray Jones (CHeSCI) was awarded £75,645 in March 2014. Funded by the Intellectual Property Office, the Health App Challenge is running two user-led app challenges: one for diabetes in collaboration with Diabetes UK and the other for weight loss surgery in collaboration with WLSInfo (a smaller charity).

The Health App Challenge (HAC) plans to follow on from the success of the Diabetes App Challenge of 2012, a two-part challenge where young people with diabetes and teammates created apps to help with preparing for clinic appointments, then offered to other young people with diabetes to try out and review the apps.

They aim to develop a best practice model for similar competitions to allow medical charities to collaborate with patients and developers, to create new condition-related apps to benefit patients.

The project is managed by Professor Ray Jones with assistance from Emily Ashurst, Jane Grose, CHeSCI, and David Mozley (IP Advisor) of Plymouth University. They are working in collaboration with Richard Elliott, Graeme Manuel and Anna Morris of Diabetes UK and Ken Clare of WLSInfo, with technical support from Louise Wilson, Ewan Davis and Rob Dyke of HandiHealth and clinical supervision from Professor Jon Pinkney of Peninsula Schools of Medicine and Dentistry.

The Health App Challenge (HAC) offers diabetes patients or bariatric patients the opportunity to review or create an app (i.e. mobile application or website) to help manage the conditions with the chance to win prizes for reviewing an app on the HAC website or receive funding and support to create an app that they think would help.
Modern industrial nations are often seen as complacent, even negligent, in their use of natural resources. This is due, on the one hand, to the excessive use of fossil fuels and the negative effects on human health and the environment and, on the other, to a variety of apparently small seemingly trivial decisions made in everyday life - for example, the question of how many paper towels people use to dry their hands. Professional nursing is also confronted with decisions in nursing care which are directly related to sustainability and climate change. These decisions apply to areas as diverse as the nursing care of patients during and after extreme changes in weather conditions, i.e. flooding or heatwaves, or the question of which nursing actions require the use of disposable gloves.

Under the working title “Sustainability and Climate Change” a nine-member, international group of experts met between 15th - 17th October 2013 at the Faculty of Social Work, Health Care and Nursing Science, Esslingen University, to discuss the importance of these issues for nursing science and nursing education. It quickly became apparent that the key aspects of this topic vary within the different European countries represented. Presentations were given, showing the focus of each institution. Professor Janet Richardson and Dr. Jane Grose (CHeSCI), presented approaches from the UK which explicitly integrate sustainability into nursing education. Preliminary studies have shown the didactic approaches, developed in Plymouth, to be successful in the support and development of sustainable awareness of nursing personnel. Dr. Maria Luisa Parra Grande and Dr. Gema Anguita reported on activities from the University of Jaén in Andalusia: including seminars on environmental education, organized environmental forums, reforestation, film weeks on sustainability and the university’s admission into the Greenmetric World University Ranking through developing an EcoCampus. Dr. Maud Huynen of the International Centre for Sustainability Assessment and Development of the University of Maastricht introduced the potential for problem-based learning. Using the example of
complex models of climate dynamics students learn to apply strategies and reflect on their approaches. Prof. Dr. Norma Huss, Prof. Dr. Astrid Elsbernd and Prof. Dr. Thomas Heidenreich from the University of Esslingen presented developments on sustainability in clinical nursing practice and training in Germany and within the university. Prof. Richardson and Dr. Parra Grande also held lectures, followed by discussion, with students from both the nursing management and education programmes on Sustainability, Health and Nursing. The students were presented with scenarios related to climate change, reduced resources, and nursing, and on the relationship of the eco-system to health and well-being.

With their emphasis on sustainable development, Esslingen University continues to promote a responsible use of natural resources. It has been approved as the first university in Baden-Württemberg with the European EMAS environmental management system. Sustainability issues are also becoming more prominent in the areas of teaching, research and development. In October 2013 a study centre was established, which would anchor the area of sustainability as standard content in teaching within each faculty. Esslingen University has been cooperating with the University of Stuttgart in the HYBRID project since 2011. The doctoral program HYBRID provides the research of hybrid vehicles with the objective of minimizing exhaust emissions and maximizing efficiency. However, it’s not only the engineering courses at Esslingen University that care about the world of tomorrow - the Faculty of Social Work, Health Care and Nursing Science does too.

The interdisciplinary working group discussed the Europe-wide significance of sustainability and climate change for health care and nursing education. Due to the importance of these issues they agreed to submit an EU-wide joint research proposal lead by Plymouth University. Associate partners from other EU countries will be invited to participate. Sustainability is a strategic objective of Plymouth University, and in the School of Nursing and Midwifery sustainability has been embedded in the curricula using innovative, practice-focused approaches. The teaching and learning is supported by sustainability and health research undertaken by the Sustainability, Society and Health Research cluster and the Institute for Sustainability Solutions Research.

For further details contact Prof Janet Richardson: janet.richardson@plymouth.ac.uk

Details of the research can be found at: Sustainability, Society and Health Research: http://www.plymouth.ac.uk/pages/view.asp?page=32806
Research into Faith
As part of a CUC-ESF ResM in Social Science and Social Work exploring the impact of faith groups in Cornwall, student Lois Wild conducted a Survey of Faith Groups in Cornwall.

Lois Wild (CCCS), conducted the survey of faith groups in Cornwall which was undertaken to identify and establish the extent and types of social action and outreach faith-based groups are providing in the Cornish community. The survey results provide detailed information on current activity and the challenges being faced by faith groups in order to demonstrate the contribution that faith communities/groups make in supporting communities in Cornwall.

Key findings demonstrate the value of volunteer hours per year contributed through faith groups is in excess of £20million per year. In addition, it is estimated that 80,100 people per week use activities run by faith groups in Cornwall, while a further 75,000 people from other community groups are using buildings owned by faith groups per week. Over half of faith groups (61%) provide their spaces free of charge to some groups while only 7% provide their facilities at commercial rates.

For a long time, faith groups have been working within the community tackling issues faced in these local areas. With the current economic climate, and in a time of austerity, where local councils and services are facing major cuts, many people are looking to the voluntary sector and to faith groups in particular to deliver support to their communities. This is the first full survey of faith groups in Cornwall and has come at a good time to identify the current activities of faith groups and how they are operating in Cornwall in 2014.

The impact the research has had already:
• Paul Masters the Assistant Chief Executive of Cornwall Council offered a faith seat on the Commissioning Board.
• The findings are being used as part of the Cornwall Agreed Syllabus for RE in schools in Cornwall.
• The report was presented to an All Party Political Group (APPG) inquiry into hunger and food poverty chaired by MP Frank Field.

Link to ITV news coverage of the findings:

Link to the full report:
Dr Clare Pettinger (CCCS and CHeSCI), is undertaking an exploratory project, which will run until June 2015. Using innovative methods, insight will be gained into the food practices and preferences of residents using a homeless centre in Plymouth. Staff (n=10) and service users (n=10) in the centre will be involved in participatory qualitative methodological approaches, consisting of:

- observation of the food environment
- consultative surveys
- adapted photo voice method (photo elicitation)
- focus groups

Food poverty is high on Plymouth’s agenda to ensure ‘access to healthy and affordable food for all’ (Fairness Commission 2014). Whilst food is an excellent way to bring people together, as evidenced in the recent ‘Food Cultures Project’ (Pettinger & Whitelaw 2012), disadvantaged communities are traditionally ‘hard to reach’. Community engagement interventions are popular and can improve health behaviours and self-efficacy (O’Mara Evans et al 2013) but evidence is lacking for successful engagement approaches in certain ‘marginalized’ populations (Olivet et al 2010).

The recent Plymouth’ Food Cultures project’ engaged marginalized men (including homeless youth) and its evaluation demonstrated that participation in food projects can build trust, self-esteem and improve food skills. Findings from this project have been developed and the current research project explores the role of food as a potential ‘lifestyle motivator’ to support wellbeing and life skills in marginalized individuals in a Plymouth based homeless centre.

By investigating these aspects from a multi-disciplinary perspective, findings will be yielded that will feed into a subsequent research bid to target a wider range of marginalized communities in Plymouth. This will enable more sustainable ways of engagement through tailor-made intervention design, strengthening of social assets and enhanced wellbeing by supporting personal development. This project will inform local practice and policy, it already complements other local projects currently underway to explore some of the many issues underlying food poverty.

Associated publications:


References:


Team: Dr Clare Pettinger, Dr Julie Parsons, Ms Carole Sutton, Miranda Cunningham, Andrew Whitehouse & Dr Richard Ayres

This project was funded by the Institute for Sustainability Solutions Research (ISSR)
Developing Medical Genetics

Professor Heather Skirton (CHeSCI) was awarded £34820 from TEMPUS for the Developing Medical Genetics project which is concerned with ensuring appropriate education and training is delivered to medical and non-medical health professionals in Europe. The project focusses on two countries, Armenia and Israel. In the past year, the work has focussed on development of appropriate curricula to ensure medical students have the relevant skills and knowledge in genetics and genomics when they graduate. In addition, curricula for Masters students studying genetic counselling have been agreed. Plymouth University has extensive experience in genetics education for health professionals and have been able to make a substantial contribution to this work. However, it is important that any programme is appropriate to the country in which it is offered. While previous recommendations and programme can be used as a template, adjustment is important to address the particular culturally healthcare and educational settings within which professionals operate.

Public Memories and Visions.
The renovation of Drake’s Place Gardens & Reservoir

Carole Sutton, Director of the CMI and Associate Professor (Senior Lecturer) in the School of Government is currently working on an exploratory study of public memories and visions of the restored Drake’s Place Gardens and Reservoir. The £1.4 million renovation work funded by the Heritage Lottery Fund, Big Lottery Fund and Plymouth University saw the fountains in the reservoir reinstated along with the cascade and stream which run through the gardens. Listed features, such as the watch house, were restored, the gardens replanted according to the original 1910 design and information signage included around the site. Closed to public access for many years it offers a green space with running water in an inner city area and promotes an image of escape from the urban city. New access points from North Hill were also introduced to improve accessibility.

Data was gathered on visitor perceptions at the formal re-opening in June 2014. Initial analysis of 31 semi-structured interviews with individuals, partners and friendship groups revealed a range of different public memories, providing insights into both a sense of place, personal memories and emotions. The individual narratives revealed stories of tragedy and joy, intrigue and curiosity about the past and the restoration. The historical and the rejuvenated situated in family histories, personal biographies and the new experience of the space.

Utilising a walking ethnographic approach follow up interviews are currently being undertaken to explore in greater depth how visitors navigate the spatial dimensions of the reservoir and gardens alongside their personal emotions and memories. It is envisaged that this project will also provide the University with insights into how the space can be maintained and developed for the different stakeholders who access the site.
### Grants and other income

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<th>Date from</th>
<th>Sponsor</th>
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<td>£3,571</td>
<td>Cath Gristy</td>
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<td>01.12.13</td>
<td>European Education Research Association</td>
<td>‘The Future for Schools in Rural Europe’</td>
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<td>£35,000.00</td>
<td>Catherine Hennessy</td>
<td>ChESeCi</td>
<td>19.12.13</td>
<td>Torbay NHS Trust</td>
<td>Evaluation of the Torbay and South Devon Dementia Learning Community</td>
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<td>£9,950.00</td>
<td>Claire Gray</td>
<td>CMI</td>
<td>01.01.14</td>
<td>Higher Education Academy</td>
<td>Supporting Research Methods Teaching in College Higher Education</td>
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<td>£1,025.00</td>
<td>Elizabeth Stenhouse</td>
<td>ChESeCi</td>
<td>21.11.13</td>
<td>PHNT Research Charity</td>
<td>An Evaluation of Consultants Working Nights on Labour Wards</td>
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<td>£34,820.00</td>
<td>Heather Skirton</td>
<td>ChESeCi,CMI</td>
<td>14.10.13</td>
<td>Tempus</td>
<td>Developing Medical Genetics - tempus</td>
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<td>£9,999.00</td>
<td>Janet Georgeson</td>
<td>CCCS, CMI</td>
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<td>TACTYC</td>
<td>TWO-YEAR-OLDS in England: scoping/exploratory study</td>
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<td>£15,388.00</td>
<td>Jenny Freeman</td>
<td>ChESeCi</td>
<td>05.08.13</td>
<td>Multiple Sclerosis Society</td>
<td>Building Stakeholder Consensus: Development of a falls management intervention for people with Multiple Sclerosis</td>
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<td>£5,520.00</td>
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<td>ChESeCi</td>
<td>11.10.13</td>
<td>Plymouth Hospitals NHS Trust</td>
<td>Prevention of foot ulcer recurrence in diabetes patients using an in-shoe pressure measurement technology</td>
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<td>Jocey Quinn</td>
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<td>Campaign for National Parks</td>
<td>External evaluation of mosaic project</td>
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<td>£3,333.00</td>
<td>Jocey Quinn</td>
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<td>Plymouth Music Zone</td>
<td>Keep Singing, Keepsake project evaluation</td>
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<td>British Academy</td>
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<td>£3,554.00</td>
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<td>Improving Attitudes &amp; learning in a Second language through the increased use of ICT</td>
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<td>£40,000.00</td>
<td>Mike Sheaff</td>
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<td>26.03.14</td>
<td>Devon County Council</td>
<td>Devon Dementia Bid</td>
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<td>Phillip Buckhurst</td>
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<td>College of Optometrists The relationship between ciliary muscle thickness asymmetry and phakic and pseudophakic decentralation</td>
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<td>£75,645.00</td>
<td>Raymond Jones</td>
<td>CHeSCI</td>
<td>12.03.14</td>
<td>Intellectual Property Office Patient App challenges FastForward 2014</td>
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<tr>
<td>£9,268.00</td>
<td>Ruth Endacott</td>
<td>CHeSCI</td>
<td>02.06.14</td>
<td>European Society of Intensive Care Medicine INACTIC International Nursing Advanced Competency-based Training for Intensive Care</td>
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<tr>
<td>£34,678.00</td>
<td>Ruth Endacott</td>
<td>CHeSCI</td>
<td>13.03.14</td>
<td>Prostate Cancer UK Uro-oncology CNS workforce research</td>
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<td>£89,000.00</td>
<td>Samantha Regan De Bere</td>
<td>CCCS</td>
<td>31.03.14</td>
<td>The Health Foundation Revalidation: Patient and public involvement (PPI)</td>
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<tr>
<td>£84,611.00</td>
<td>Samantha Regan De Bere</td>
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<td>02.05.14</td>
<td>General Medical Council Review of decision making in the General Medical Council's Fitness to Practise procedures</td>
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<td>£3,333.00</td>
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<td>01.04.14</td>
<td>Somerset County Council Review of Police Formula Funding</td>
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<td>£5,952.00</td>
<td>Svetislav Zaric</td>
<td>CHeSCI</td>
<td>06.09.13</td>
<td>Oral &amp; Dental Research Trust Subgingival plaque lipid-A profile as a bacterially derived biomarker for chronic periodontitis</td>
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<td>£5,000.00</td>
<td>Tanya Ovenden-Hope</td>
<td>CCCS</td>
<td>05.12.13</td>
<td>Academies Enterprise Trust A comparative study of school improvement in coastal academies in England</td>
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<td>£2,500.00</td>
<td>Sue Waite, Claudia Blandon,</td>
<td>CHeSCI</td>
<td>01.11.13</td>
<td>Exmoor National Park Partnership Fund Long term impacts of the Young Champion experience with Exmoor National Park Authority</td>
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<td>Jocey Quinn</td>
<td>CMI</td>
<td></td>
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<tr>
<td>£12,968.00</td>
<td>Sue Waite, Claudia Blandon,</td>
<td>CCCS, CMI</td>
<td>01.09.13</td>
<td>Campaign for National Parks Mosaic Young Champions project external evaluation</td>
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<td>Jocey Quinn</td>
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<tr>
<td>£17,325</td>
<td>Sue Waite with Maria Tighe &amp; Jennie Aronsson</td>
<td>CcCS, CMI</td>
<td>14.10.13</td>
<td>Good from Woods, SNAM Alumni fund, Plymouth City Council Green Infrastructure Woodland Health for Youth (WHY): physical wellbeing derived from woodland activity</td>
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<td>£561,860.00</td>
<td>Various</td>
<td>CHeSCI</td>
<td>8/13 -2/14</td>
<td>Various N/A</td>
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<tr>
<td>£1,249,330</td>
<td></td>
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</table>
Esteem highlights

Developing Clinical Schools

Health and social care provision are becoming increasingly complex, with people commonly receiving care from a number of different professionals on a regular basis. Likewise, the challenges associated with this complexity are many. We wanted to use these to drive further research and innovation and optimise opportunities for nursing and midwifery led research associated with clinical practice. Accordingly, Plymouth University has risen to the challenge and has built on existing clinician-academic partnerships to introduce Professor-led Clinical Schools into the peninsula. Initially we have started with four centres located within the acute Hospital NHS Trusts in the South West Peninsula (Plymouth Hospitals NHS Trust; Royal Cornwall Hospitals NHS Trust; Royal Devon & Exeter NHS Foundation Trust and Taunton & Somerset NHS Foundation Trust), with a view to evaluating these and spreading the innovation to reflect changes in care provision into the community settings.

The key goals of this exciting initiative are to:

- Develop capacity and capability for clinical nursing and midwifery research, Evidence Based Practice and Quality Improvement activity
- Support the nursing and midwifery leadership within the Trusts
- Embed a clear clinical academic career path to assist the transition from undergraduate student through newly Registered Nurse to leadership roles located within clinical settings.

These networks of clinical-academic partnerships are supported by the Executive Teams in each Trust and overseen by a Steering Group drawn from Acute, Community and Partnership NHS Trusts across Cornwall, Devon and Somerset.

Is the clinical school focusing on students?

No, the main focus is to encourage nurses and midwives to look at their practice, challenge current thinking, try out new ideas and work out ways to measure what they’re doing. Students can of course get involved and new graduates are welcome, as are our colleagues in the medical and other health professions!

How is it happening?

Professors Ruth Endacott, Bridie Kent and Jos Latour are working part of the week in the above NHS Trusts.

How will Plymouth University and the Trusts benefit?

Through the professorial-led teams formed of academics and clinicians, the Clinical Schools aim to reward through mutual benefits:

- Leadership from experienced academics
- Develop ideas from clinicians
- Devise appropriate research proposals
- Build research capacity
- Nurture new awareness of research and the benefits to patients, staff and organisations

This will lead to raising the profile of nursing and midwifery research and innovation within the Peninsula, increased practice change to reflect advances in the evidence base and increased cross-organisational working and collaboration.

The next phase?

The first-wave hubs were launched at the end of July 2014 and throughout the next 12 months we will be collecting evaluation data with regard to the primary outcomes of the Plymouth University Clinical Schools.

We are establishing processes for identifying associate members of the hubs to enable close working with students, interns, clinicians and academic colleagues. This builds on South West innovation initiatives from the South West Peninsular Academic Health and Science Network and Health Education South West to improve the health of the population in the south west peninsula by bringing together the unique talent, ability and strengths in clinical practice, research and education.

Although the Clinical Schools are already operational in the four Trusts, several Trusts emphasised the Clinical School by an official launch in their local organisation. These official launches increased the awareness among staff and have been very successful in promoting the work-in-progress. Besides the official events, posters of research and quality improvement projects have been show-cased as well as posters and flyers of the objectives and work of the Clinical School.
The School of Nursing and Midwifery has also launched the Alumni Clinical Research Grant Scheme. This £5000 clinical grant scheme is developed for Registered Nurses and Midwives who studied at Plymouth University and are working in the health service across Somerset, Devon and Cornwall. We want to share our research expertise with clinicians and support the professional development of our alumni. The purpose of the scheme is to encourage our alumni to develop their research skills through managing a small research project in a clinical setting, and to get involved in the research programmes in the School. Meanwhile two grant applications have been awarded to nurses working in two of the Trust with a Clinical School. The two projects focus on:

- Exploring the lived experience of patients witnessing a cardio-pulmonary resuscitation attempt on other patients: a qualitative study
- The impact of a nurse-led service on outcomes for people living with the Hepatitis C virus

Both nurses will work closely together with the Professors of the Clinical School to conduct their research.

**WHAT TO DO NEXT...**

**Planning:**
- Talk: Staff Bulletin / Website
- Discuss: with Jos Latour
- Present: at nursing meeting

**Work underway:**
- Share it locally
- Get feedback
- Adjust if appropriate

**Dissemination:**
- Local: Staff Bulletin / Website
- National: Conference abstract
- International: Publication

**HOW CAN THE CLINICAL SCHOOL HELP?**

**Work out if you need:**
- Funding
- Ethics approval

**Plan for trying out:**
- one patient / bay / shift
- How you know it works?
- What expect to happen?

**Act as a critical friend**
- Identify possible measures
- Advise on data collection
- Engage others
- Link with work in other Trusts

**Assist with abstract and publication writing**
- Plan for implementing recommendations
- Plan for further study?

**Dissemination:**
- Local: Staff Bulletin / Website
- National: Conference abstract
- International: Publication

**WHAT TO DO NEXT...**

**HOW CAN THE CLINICAL SCHOOL HELP?**
Participatory research with children who live on the street in Zambia and Mongolia

Since 2010 Dr Julia Morgan (CCCS) has been working with groups of children who live and work on the street in Zambia and Mongolia. Her research interests are focused on childhoods, children’s perspectives and social justice both within the UK and internationally. Her research has important implications for research involving children and has resulted in a number of publications, including collaborative work with Tumendelger Sengedorj of the Mongolian State University of Education, Mongolia.

Julia’s paper, published in the International Journal of Research and Method in Education, draws on data from a project undertaken with children (N=72) aged between 7-14 in Mongolia and Zambia which explored children’s perspectives on research, methodology and ethics. The children who took part in the research were from a range of backgrounds including children who lived on the street and children from mainstream schools. The paper argues that whilst understanding children’s perspectives is important, there are many issues which arise from doing so and which potentially impact on their participation. These include issues around power, the importance of the context including local expectations of children as well as children’s prior experiences including how ‘vulnerable’ children are represented.

The research highlights a number of implications for research training and also points to a number of ways in which research with children could be strengthened. In particular it suggests that critically reflecting upon taken for granted discourses that particular research methods are best used with children is needed and that some methods (for example, visual methods such as drawings, photography and video-taping or verbal methods such as discussion groups) may be appropriately used with some children and not with others; may mitigate power differentials in some instances and not in others; may be appropriate for some topics and not others and may be relevant for some contexts and not others.

The idea of special research methods for children is, therefore, problematic as it can gloss over differences between children in terms of power, previous experiences, social class, gender, and disability. A forthcoming paper on this is due to be published in Children and Youth Services Review.

In relation to future work, Dr Morgan is working on a bid to explore participatory methods with this group of children as well as a group of children who live in the ‘informal slum areas’ in Zambia. This work will be undertaken in collaboration with a local NGO and in partnership with the children and young people who she is hoping will be engaged in the project from the very beginning until the end of the project, including the dissemination of results.

Associated Publications


Morgan, J. & Sengedorj, T. (2014). ‘If you were the researcher what would you research?’: Understanding children’s perspectives on educational research in Mongolia and Zambia. International Journal of Research and Method in Education. DOI: 10.1080/1743727X.2014.946498
Publications

Social Work with Children

Using human ecology and child development as key organizing frameworks, this book written by (G Jack and) Helen Donnellan (CHoSCI) draws together knowledge from contemporary theory, research, policy and practice to develop a critical approach to social work with children in a wide range of settings across the four countries of the UK. The text is divided into two parts, addressing first children’s development and relationships at different stages in their lives and subsequently considering key issues of professional practice with different groups of children receiving social work services. Practice pointers throughout the text are designed to stimulate readers’ reflection on their own skills, knowledge and experience in relation to important issues relevant to the main groups of children with whom social workers are likely to be engaged.

“Cheese and Chips out of Styrofoam Containers”: an Exploration of Taste and Cultural Symbols of Appropriate Family Foodways

In March 2014, CMI Deputy Director Dr Julie Parsons wrote an article for the Media and Culture Journal Taste is considered a gustatory and physiological sense. It is also something that can be developed over time. In Bourdieu’s work taste is a matter of distinction, and a means of drawing boundaries between groups about what constitutes “good” taste. In this context it is necessary to perform or display tastes over and over again. This then becomes part of a cultural habitus, a code that can be read and understood. In the field of “feeding the family” (DeVault) for respondents in Julie’s study, healthy food prepared from scratch became the symbol of appropriate mothering, a means of demonstrating a middle class habitus, distinction, and taste. Julie uses the term “family foodways” to emphasize how feeding the family encapsulates more than buying, preparing, cooking, and serving food, it incorporates the ways in which families practice, perform, and “do” family food. These family foodways are about the family of today, as well as an investment in the family of the future, through the reproduction and reinforcement of cultural values and tastes around food.

In the UK, there are divisions between what might be considered appropriate and inappropriate family foodways, and a vilification of alternatives that lack time and effort. Warde identifies four antinomies of taste used by advertisers in the marketing of food: “novelty and tradition,” “health and indulgence,” “economy and extravagance,” and “convenience and care” (174). In relation to family foodways, there are inherent tensions in these antinomies, and for mothers in her study in order to demonstrate “care”, it was necessary to eschew “convenience.” Indeed, the time and effort involved in feeding the family healthy meals prepared from scratch becomes an important symbol of middle class taste and investment in the future. The alternative can be illustrated by reference to the media furore around Jamie Oliver’s comments in a Radio Times interview (that coincided with a TV series and book launch) in which Deans quotes Oliver: “You might remember that scene in [a previous series] Ministry of Food, with the mum and the kid eating chips and cheese out of Styrofoam containers, and behind them is a massive f****** TV.”

Oliver uses cultural markers of taste to highlight how “mum” was breaking the rules and conventions associated with appropriate or aspirational class based family foodways. We assume that the “mum and kid” were using their fingers, and not a knife and fork, and that the meal was not on a plate around a table but instead eaten in front of a “massive f****** TV.” Oliver uses these cultural markers of taste and distinction to commit acts of symbolic violence, defined by Bourdieu and Wacquant, as “the violence which is exercised upon a social agent with his or her complicity” (67), to confer judgement and moral approbation regarding family foodways. In this example, a lack of time and effort is associated with a lack of taste. And although this can be linked with poverty, this is not about a lack of money, as the mother and child are eating in front of a big television. Oliver is therefore drawing attention to how family foodways become cultural markers of taste and distinction.

Julie argues that appropriate family foodways have become significant markers of taste, and draws on qualitative data to emphasise how respondents use these to position themselves as “good” mothers. Indeed, the manner of presenting, serving, and eating...
food fulfils the social function of legitimising social difference (Bourdieu 6). Indeed, Bourdieu claims that mothers are significant as the convertors of economic capital into cultural capital for their children; they are “sign bearing” carriers of taste (Skeggs 22). In taking time to prepare healthy meals from scratch, sourcing organic and/or local ingredients, accommodating each individual household members food preferences or individual health needs, being able to afford to waste food, to take time over the preparation, and eating of a meal around the table together, are all aspects of an aspirational model of feeding the family. This type of intensive effort around feeding becomes a legitimate means of demonstrating cultural distinction and taste.

The A-Z of Death and Dying

In August 2013, the A-Z of Death and Dying by Dr Michael Brennan, CCCS/CMI/CHeSCI was published.

This engaging and informative resource provides readers with an understanding of the social, cultural, and historical influences that shape our encounters with death, dying, and bereavement – a universal experience across humanity.

Written in an engaging and accessible style by leading international scholars and practitioners from within the field of death and bereavement studies, this book will have broad appeal, providing in a single volume insights from some of the key thinkers within the interdisciplinary field of death, dying, and bereavement. Its approximately 200 entries will serve as useful starting points for those new to the topic and will be informative to those already acquainted with some of the core concepts and ideas within this burgeoning field of inquiry.

This encyclopedia will serve as an essential resource for high school and undergraduate students, those engaged in independent research, and professionals whose work involves caring for the dead, dying, and bereaved. It will also be of great interest to general readers intrigued by the social, medical, and cultural dimensions to human mortality. Underscored by the inescapable biological certainties that affect us all, The A-Z of Death and Dying offers a highly relevant examination of the social and historical variation in the rituals, practices, and beliefs surrounding the end of life.

Features

- Provides comprehensive yet easily accessible and concise entries that offer insight into the expanding study of death, dying, and bereavement
- Contains more than 200 engaging entries from key thinkers and practitioners within the interdisciplinary field of death studies
- Addresses a wide range of topics of both contemporary and historical interest, including memorial tattoos, Facebook grieving, and so-called “dark tourism,” which reflect shifting attitudes and practices surrounding end-of-life issues.

Reviews

“[T]he new and updated information and reasonable price of this work make it a worthwhile purchase for academic, public, and workplace libraries.” — ARBA

“This valuable publication could serve as an update to the comparable Encyclopedia of Death and Dying . . . easy to read and understand. . . . Professionals in the health care field may want to recommend this publication to patients who are looking for topical overviews. It will be a good purchase for academic and public libraries. Summing Up: Recommended. Lower-level undergraduates through professionals/practitioners; general readers.” — Choice
Kamran Ali

Alison Anderson

Sheena Asthana

Emily Beaumont

Ruth Boyask

Gregory Borne

Phillip Buckhurst


Graham Busby

Verity Campbell-Barr

Allegra Cattani
Cattani, A. Abbot-Smith, K. Farag, R. Krott, A. Arreckx, F. Dennis, I. and Floccia, C. (2014) ‘How much exposure to English is necessary for a bilingual toddler to perform like a monolingual peer in language tests?’ International Journal of Language and Communication Disorders 00(0), 1 - 23

Keith Collard

Avril Collinson

**Steve Creanor**


**Helen Donnellan**


**Andrew Edward-Jones**


**Ruth Endacott**


**Jenny Freeman**


**Norman Gabriel**


Diane Galpin


Jan Georgeson


Suanne Gibson


Anthony Gilbert


Cath Gristy


Jane Grose


Hilary Gunn

Nilsagård, Y. Gunn, H. Freeman, J. Hoang, P. Lord, S. Mazumder, R. and Cameron, M. (2014) ‘Falls in people with MS-an individual data meta-analysis from studies from Australia, Sweden, United Kingdom and the United States’ Mult Scler


Joanna Haynes


Catherine Hennessey


Institute of Health and Community 
Annual Research Report 2013/2014

Institute of Health and Community  Annual Research Report  
2013/2014


Valerie Huggins


Leigh Jackson


Ray Jones

Jones, R. Kaminski, E. and O’Connor, A. (2013) Follow up of patients with confirmed allergy who attended a regional allergy service

CLINICAL AND EXPERIMENTAL ALLERGY 43 (12), 1453-1453

Jones, R. Ashurst, E.J. Jones, D. Gude, R. Kaminski E (2014) Development and implementation of a decision pathway for general practitioners for the management or referral of suspected allergy

Journal of Public Health Research 3 (2)


Countryside Connections: Older People, Community and Place in Rural Britain, 221

Ray Jones

Jones, R. Kaminski, E. and O’Connor, A. (2013) Follow up of patients with confirmed allergy who attended a regional allergy service

CLINICAL AND EXPERIMENTAL ALLERGY 43 (12), 1453-1453

Jones, R. Ashurst, E.J. Jones, D. Gude, R. Kaminski E (2014) Development and implementation of a decision pathway for general practitioners for the management or referral of suspected allergy

Journal of Public Health Research 3 (2)


Countryside Connections: Older People, Community and Place in Rural Britain, 221

Liz Kay


Maged Kamel Boulos


Peter Kelly


Bridie Kent

exercise program on the physical function of people receiving hemodialysis: a stepped wedge randomised control study BMC Nephrology


Heather Knight


Gayle Letherby


Christoforos Mamas


Mehmet Mart


David Moles


Stephanie Mroczkowska


Mona Nasser


Suzanne Nunn

Tracey Parkin
Parkin T., de Looy A., Farrand, P (2014) Greater professional empathy leads to higher agreement about decisions made in the consultation. Patient Educ Couns 96 (2) 114-150

Rod Parker-Rees
Parker-Rees, R. (2013) ‘Collaborative Recreation’:... more is learned than is taught’in Lake R; Connery M (ed.) Constructing a Community of Thought: letters on the scholarship, teaching and mentoring of Vera John-Steiner New York: Peter Lang 172 – 176


Julie Parsons

Joanne Paton


Jillian Pooler


Jocey Quinn

Susanna Rance

maternal complications in the peripartum period: an ethnographic study' BMJ Qual Saf 23 (1), 26 - 34

Gail Rees


Janet Richardson


Velid Salih


Rod Sheaff


Graham Sewell


Heather Skirton

Europe: research, clinical practice, ethics, legal issues and policy EUROPEAN JOURNAL OF HUMAN GENETICS S1 S21


Maria Tighe

Chris Tredwin

Rebecca Twinley


Naomi Tyrrell

Sue Waite


Graham Williamson


Katharine Willis
Willis, K. Frosch, K. and Struppek, M. (2014) ‘Replacing food: Place, embeddedness and local food’ in Hee-jeong Choi, J. Foth, M. and Hearn, G. Eat Cook Grow: Mixing Human-Computer Interactions with Human-Food Interactions. MIT Press, 153-
### Selection of Doctoral Supervision

#### Current students and projects

<table>
<thead>
<tr>
<th>Surname</th>
<th>Forename</th>
<th>Title of doctorate</th>
<th>Title of thesis/project</th>
<th>Director of Studies</th>
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<tbody>
<tr>
<td>Afzam Shah</td>
<td>Muhammad</td>
<td>MPhil/PhD Health Studies</td>
<td>Smartphones and vision</td>
<td>Hetal Buckhurst</td>
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<tr>
<td>Al Mulhem</td>
<td>Ahmed</td>
<td>PhD Education</td>
<td>Developing an E-Learning Training Package for Academic Staff in One University in Saudi Arabia</td>
<td>Jocey Quinn</td>
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<tr>
<td>Al Mulhim</td>
<td>Ensaf Nasser</td>
<td>PhD Education</td>
<td>Designing, piloting and evaluating an ICT training programme for novice female primary teachers in Saudi Arabia</td>
<td>Linda La Velle</td>
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<tr>
<td>Allum</td>
<td>Peter</td>
<td>Mphil/PhD Applied Health Studies</td>
<td>Investigating opportunities for sustainability behaviours within Paramedic and Ambulance Service practice - a mixed methods study</td>
<td>Janet Richardson</td>
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<tr>
<td>Alotaibi</td>
<td>Fatmah Turaiqi H.</td>
<td>MPhil/PhD Education</td>
<td>The Introduction and Evaluation of Active Learning in Undergraduate Science Programmes at Umm Al Qura University(KSA): A Collaborative Learning Approach</td>
<td>Roger Cutting</td>
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<tr>
<td>Almari</td>
<td>Eman</td>
<td>PhD Health Studies</td>
<td>Obesity in Saudi adolescent girls (16-18 years): development of an educational programme for improvement of food choice in the home</td>
<td>Avril Collinson</td>
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<td>Alshenaifi</td>
<td>Amira</td>
<td>MPhil/PhD Education</td>
<td>Teachers’ of Specific Learning Difficulties’ Attitudes towards the Negatives and Positives of the Inclusion in Mainstreaming Primary Schools in Riyadh.</td>
<td>Becky McKenzie</td>
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<td>Alzahani</td>
<td>Bandar Faisal</td>
<td>MPhil/PhD Education</td>
<td>The use of personal response system of King Khalid University (KKU) in Saudi Arabia for learning development</td>
<td>Peter Kelly</td>
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<td>Cameron</td>
<td>Lee</td>
<td>MPhil/PhD Health Studies</td>
<td>Management of Antenatal Pelvic Girdle Pain (MAPS): A Single Central Blinded Randomized Trial Evaluating the Effectiveness of Two Pelvic Support Garments</td>
<td>Jenny Freeman</td>
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<tr>
<td>Cotton</td>
<td>Howard</td>
<td>MPhil/PhD Education</td>
<td>Postmodern picturebooks, reading comprehension and reading for pleasure</td>
<td>Joanna Haynes</td>
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<td>Cowley</td>
<td>Emma</td>
<td>MPhil/PhD Health Studies</td>
<td>Investigating the use of bio feedback in the rehabilitation of tibialis posterior tendinopathy</td>
<td>Jonathan Marsden</td>
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<td>Delikurt</td>
<td>Turem</td>
<td>PhD Applied Health Studies</td>
<td>Awareness, understanding and acceptance of genetic counselling practice in Cyprus; a study among the healthcare professionals and patients within the Turkish Cypriot community</td>
<td>Heather Skirton</td>
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<tr>
<td>Name</td>
<td>Title</td>
<td>Degree</td>
<td>Title</td>
<td>Supervisor</td>
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<td>Evans</td>
<td>Jenny Rebecca</td>
<td>MPhil/PhD Education</td>
<td>An exploration of how art learning is understood and practiced in classrooms in elementary/primary schools in England and the United States.</td>
<td>Ruth Boyask</td>
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<td>Eyres</td>
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<td>An exploration of worship/religious practice as a valued occupation</td>
<td>Katrina Bannigan</td>
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<td>Fox</td>
<td>Esther Elizabeth</td>
<td>PhD Health Studies</td>
<td>Pilates' based core stability training in ambulant people with Multiple Sclerosis: A multicentre, block randomised, double blinded placebo controlled trial</td>
<td>Jenny Freeman</td>
</tr>
<tr>
<td>Glasser</td>
<td>Sam</td>
<td>PhD Health Studies</td>
<td>Balance dysfunction in diabetic peripheral neuropathy</td>
<td>Joanne Paton</td>
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<tr>
<td>Godino</td>
<td>Lea</td>
<td>MPhil/PhD Applied Health Studies</td>
<td>Impact of the presymptomatic genetic test for cancer on young adults</td>
<td>Heather Skirton</td>
</tr>
<tr>
<td>Gorst</td>
<td>Terence Raymond</td>
<td>MPhil/PhD Health Studies</td>
<td>The effects of foot and ankle impairments on mobility and balance in community dwelling adults post stroke – a personal and multi-disciplinary approach</td>
<td>Jonathan Marsden</td>
</tr>
<tr>
<td>Gunn</td>
<td>Hilary</td>
<td>MPhil/PhD Health Studies</td>
<td>An investigation of falls in people with Multiple Sclerosis</td>
<td>Jenny Freeman</td>
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<tr>
<td>Hambridge</td>
<td>Kevin</td>
<td>MPhil/PhD Applied Health Studies</td>
<td>The extent and impact of sharps injuries in an adult pre-registration population</td>
<td>Ruth Endacott</td>
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<tr>
<td>Hamer</td>
<td>Catriona</td>
<td>PhD Health Studies</td>
<td>Modern Psuedophakia Correction</td>
<td>Phillip Buckhurst</td>
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<tr>
<td>Harris</td>
<td>Laura Rebecca</td>
<td>PhD Sociology</td>
<td>Utilising qualitative research to inform Systematic Reviews: Assessing current practice and developing appropriate method for fuller integration. Policy.</td>
<td>Ross Coomber</td>
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<tr>
<td>Henderson</td>
<td>Tristan</td>
<td>MPhil/PhD Applied Health Studies</td>
<td>The skills-maintenance, competence paradigm for the evolving role of a Paramedic</td>
<td>Ruth Endacott</td>
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<tr>
<td>Huggins</td>
<td>Valerie</td>
<td>Professional Doctorate in Education</td>
<td>International study visits and the promotion of intercultural capabilities: an exploratory study</td>
<td>Ulrike Hohmann</td>
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<tr>
<td>James</td>
<td>Alison</td>
<td>PhD Applied Health Studies</td>
<td>Maternity high dependency care: A study exploring the concept and examining the outcomes for women</td>
<td>Ruth Endacott</td>
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<tr>
<td>Jenkins</td>
<td>Fiona</td>
<td>PhD Social Work</td>
<td>An investigation into the effects of NHS reforms since 2000 on the management and provision of allied health professions therapy services in England</td>
<td>Rod Sheaff</td>
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<tr>
<td>Kingdon</td>
<td>Zenna</td>
<td>PhD Education</td>
<td>Role-play in Pack-away Settings: The impact on Sustained Shared Thinking</td>
<td>Norman Gabriel</td>
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<td>Kallis</td>
<td>Gina</td>
<td>PhD (Human Geography)</td>
<td>‘Intergenerational Relationships in Greek Cypriot Families in the UK’</td>
<td>Naomi Tyrell</td>
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<td>Knight</td>
<td>Heather</td>
<td>PhD Education</td>
<td>The transformational role of the arts as a medium for teaching and learning about issues of racism in primary and secondary schools</td>
<td>Jocey Quinn</td>
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<td>Knight</td>
<td>Rachael Bobbie</td>
<td>MPhil/PhD Education</td>
<td>Trainee teacher preparedness for inclusive practice</td>
<td>Linda La Velle</td>
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<tr>
<td>Krantz</td>
<td>Goran</td>
<td>PhD Education</td>
<td>Education in dance as self-education - a hermeneutic phenomenological study using arts based research methods exploring student’s experience of dance</td>
<td>Peter Kelly</td>
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<tr>
<td>Krizaj</td>
<td>Tanja</td>
<td>PhD Health Studies</td>
<td>Slovenian older people’s engagement in meaningful occupations</td>
<td>Heather Skirton</td>
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<tr>
<td>Name</td>
<td>Degree Level</td>
<td>Subject</td>
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<td>Lambert Heggs</td>
<td>MPhil/PhD</td>
<td>Professional Doctorate in Education</td>
<td>What is the role of higher education in the transition to civilian life amongst injured military personnel.</td>
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<td>Law</td>
<td>MPhil/PhD</td>
<td>Health Studies</td>
<td>Visual outcomes following psuedophakic correction</td>
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<tr>
<td>Le Gassick</td>
<td>Professional Doctorate in Education</td>
<td>‘Analysis of the employment of ex-military as teachers from a perspective of identity and culture’</td>
<td>Jocey Quinn</td>
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<tr>
<td>Liu</td>
<td>MPhil/PhD</td>
<td>Education</td>
<td>A life history research of female’s higher education in Chinese urban cities</td>
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<tr>
<td>Liu</td>
<td>PhD Health Studies</td>
<td>Studies</td>
<td>Studies on the dose-banding of Oxaliplatin in Cancer Chemotherapy.</td>
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<tr>
<td>Madge</td>
<td>MPhil/PhD</td>
<td>Social Work</td>
<td>An exploration of why social workers close child cases, expectations of how improvements are maintained after case closure and the potential consequences for those at risk; Perspectives of English Local Authority (LA) children’s social workers</td>
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<tr>
<td>Manzi</td>
<td>PhD Applied Health Studies</td>
<td>Towards sustainable health and social care waste management</td>
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<tr>
<td>Mart</td>
<td>MPhil/PhD</td>
<td>Education</td>
<td>An investigation of English and Turkish early years/kindergarten teachers’ perspectives on each other’s outdoor practice</td>
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<tr>
<td>McGinty</td>
<td>PhD Education</td>
<td>What has been the impact of gaining HLTA status for TAs on their working lives, identities and relationships with teachers</td>
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<tr>
<td>McGowan</td>
<td>MPhil/PhD</td>
<td>Sociology</td>
<td>An exploration for the consumption and supply of legal highs</td>
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<tr>
<td>McGrath</td>
<td>PhD Education</td>
<td>Mathematical possibilities through oral story: How can educators facilitate children thinking mathematically using a creative pedagogical approach?</td>
<td></td>
<td></td>
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<tr>
<td>Molland</td>
<td>PhD Sociology</td>
<td>Treatment Decisions in Inflammatory Bowel Disease: Professional vs Patient Health Care Perceptions and beliefs in well-being</td>
<td></td>
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<tr>
<td>Murphy</td>
<td>Professional Doctorate in Education</td>
<td>What do Special Educational Coordinators (SENCOs) need to be? What might they become?</td>
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<tr>
<td>North</td>
<td>ReSM Applied Health Studies</td>
<td>What is love in Nursing Care?</td>
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<tr>
<td>Oehring</td>
<td>MPhil/PhD</td>
<td>Health Studies</td>
<td>Regional Variation in the biomechanical properties of the anterior surface of the eye</td>
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<tr>
<td>Paisey</td>
<td>ReM Applied Health Studies</td>
<td>EAT study - Exploring the participant experience of changes in Appetite and diet with incretin analogue Therapy</td>
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<td>Peeler</td>
<td>PhD Applied Health Studies</td>
<td>Investigation into the Effectiveness of a Writing Intervention on Post Traumatic Stress Disorder Following Childbirth</td>
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<tr>
<td>Peters</td>
<td>MPhil/PhD</td>
<td>Applied Health Studies</td>
<td>Perceived Impact of Community Interventions and Social Networks upon Infant Mental Health</td>
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<td>Pyle</td>
<td>MPhil/PhD</td>
<td>Sociology</td>
<td>Understanding the role of informal controls and “stimulus, set and setting” in reducing gambling related harm and transitions to increase risky behaviour for “problem” gamblers</td>
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<tr>
<td>Raine</td>
<td>MPhil/PhD</td>
<td>Health Studies</td>
<td>Outdoor adventure activities: their meaning and therapeutic use in occupational therapy</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Degree</td>
<td>Field</td>
<td>Title</td>
<td>Supervisor</td>
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<tr>
<td>Sawle Leanne</td>
<td>PhD Health</td>
<td>Studies</td>
<td>Developing a lycra orthoses to accelerate return to sport after lumbo-pelvic pain</td>
<td>Jonathan Marsden</td>
</tr>
<tr>
<td>Shobbrook Russell Andrew John</td>
<td>PhD Education</td>
<td>How do instructors in the Royal Navy understand and experience their changing role from Sailor to trainer/educator?</td>
<td>Joanna Haynes</td>
<td></td>
</tr>
<tr>
<td>Stephen Nicole</td>
<td>PhD Applied</td>
<td>Health Studies</td>
<td>End-of-Life Discussions in Nonmalignant Respiratory Disease in the United Kingdom and Canada</td>
<td>Ruth Endacott</td>
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<tr>
<td>Szostek Nicola</td>
<td>MPhil/PhD</td>
<td>Health Studies</td>
<td>Presbyopia and Healthy living</td>
<td>Phillip Buckhurst</td>
</tr>
<tr>
<td>Tobin Sarah Anne</td>
<td>MPhil/PhD</td>
<td>Applied Health Studies</td>
<td>Understanding the concept of compassion in the context of healthcare education</td>
<td>Ruth Endacott</td>
</tr>
<tr>
<td>Turnock Luke Anthony</td>
<td>MPhil/PhD</td>
<td>Sociology</td>
<td>An exploration of the evolving traditional and online performance and image enhancing drug (PIED) markets in England</td>
<td>Ross Coomber</td>
</tr>
<tr>
<td>Twinley Rebecca</td>
<td>MPhil/PhD</td>
<td>Sociology</td>
<td>Woman-to-woman sexual assault and the perceived impacts upon survivors’ occupational performance</td>
<td>Gayle Letherby</td>
</tr>
<tr>
<td>Wild Lois</td>
<td>RESM in Social Science and Social Work</td>
<td></td>
<td>Exploring the impact of faith groups in delivering voluntary and community sector activities in Cornwall</td>
<td>Alison Anderson</td>
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<tr>
<td>Wilkinson Tina</td>
<td>PhD Sociology</td>
<td></td>
<td>Developing human capital in vulnerable and hard to reach families: exploring the children’s centre model early years; disadvantaged families; human capital</td>
<td>Joyce Halliday</td>
</tr>
<tr>
<td>Williams Dylan</td>
<td>PhD Education</td>
<td></td>
<td>Improving the wellbeing of students with specific learning difficulties through teaching interventions</td>
<td>Becky McKenzie</td>
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<tr>
<td>Winfield Louise</td>
<td>MPhil/PhD</td>
<td>Applied Health Studies</td>
<td>Redefining ward leadership</td>
<td>Ruth Endacott</td>
</tr>
</tbody>
</table>

**Completed Doctorates**

<table>
<thead>
<tr>
<th>Breckons Matthew</th>
<th>PhD Applied Health Studies</th>
<th>Cultural Factors Affecting the Development of an Evidence-Based Information Service in a Third Sector Provider of Complementary Care</th>
<th>Janet Richardson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moyle Leah</td>
<td>PhD Sociology</td>
<td>An Exploration of How the Social Supply and User-Dealer Supply of Illicit Drugs Differs to Conventional Notions of Drug Dealing and Consideration of the Consequences of this for Sentencing Policy</td>
<td>Ross Coomber</td>
</tr>
<tr>
<td>Jarvie Rachel</td>
<td>PhD Sociology</td>
<td>Discourses and Lived Experiences of ‘Maternal Obesity’ (Body Mass Index (BMI) ? 30) and Gestational Diabetes Mellitus/Type Two Diabetes Mellitus in Pregnancy</td>
<td>Gayle Letherby</td>
</tr>
<tr>
<td>Krantz Goran</td>
<td>PhD Education</td>
<td>Students’ Experiences of Dance: A Hermeneutic Phenomenological Study</td>
<td>Peter Kelly</td>
</tr>
<tr>
<td>Parsons Julie</td>
<td>PhD Sociology</td>
<td>‘<a href="mailto:ourfoodstories@e-mail.com">ourfoodstories@e-mail.com</a>’, am auto/biographical study of relationships with food</td>
<td>Alison Anderson</td>
</tr>
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</table>
Methods & Methodologies: Approaches and Experiences

The 2013 Methodological Innovations Conference (hosted by CMI) took place on the 4th and 5th of December. We are grateful to SAGE for their support of this event.

The conference opened with an IHC Professorial Lecture / Conference Keynote Professor John Scott, CBE, FBA, FRSA, AcSS Adventures of an Accidental Methodologist John spoke to the following abstract:

I will argue that I am not a methodological specialist but got into methodology as a means of developing substantive applications in the study of class, elites, and power. I will show that an understanding of documentary sources and social network analysis arose as an essential component of the substantive studies and led, as an unintended consequence, to the acquisition of the status of methodological expert. I will illustrate this with examples of my own applications of methodological ideas, concentrating on the need to understand methods rather than to be an expert in their development.

John’s lecture was chaired by Carole Sutton (Director of CMI) and Gayle Letherby (Director of IHC) and included a brief summary of John’s career and achievements and a thank you for his work for and support of CMI and IHC prior to his retirement from Plymouth in December 2013. John remains as a member of the IHC Executive Steering Group.

The rest of the conference included papers on a variety of methodological issues and included papers on creative and embodied research methods; methods teaching; reflexivity in research; power and ethics and online method and methodologies.

A Special Edition (edited by Carole Sutton, Julie Parsons and Gayle Letherby) of the CMI edited journal Methodological Innovations Online focusing on papers presented at the Methodological Innovations Conference 2012 can be found at www.methodologicalinnovations.org.uk/previous-issues/

Experiences of Human Reproduction

The South West Regional Medical Sociology Group (BSA) is co-convened by Tony Gilbert and Gayle Letherby, Plymouth University. On December 6th they held a one day conference in collaboration with the Human Reproduction Study Group (BSA). Following a call for papers presenters included colleagues from University College London, Middlesex University, Queen Margaret University, Royal Devon and Exeter Foundation Trust, Peninsula College of Medicine and Dentistry, Falmouth University and Plymouth University. Colleagues from the disciplines of sociology, midwifery, obstetrics, nursing and the arts were represented. Themes and topics were equally diverse and covered medical training; genetics; loss; pregnancy and non/motherhood; living with long term conditions and the significance for fertility and infertility more generally.

Papers included: Having a ‘Big Baby’ in the Age of ‘Obesity’ Rachel Jarvie, Exeter University; Loss in Childbearing in Malawi: navigating the moral Landscape Bregje de Kok, Queen Margaret University; The ‘Choice’ not to Mother: intentions and Negotiations Edina Kurdi, Middlesex University; Getting off the Roller Coaster: personal reflections on training in obstetrics and gynaecology Theresa Compton, Plymouth University; The Evidence Base Regarding Attitudes to and Experiences of Preimplantation Genetic Diagnosis (PGD) in Prospective Parents: a systematic review Jenny Cunningham, Royal Devon and Exeter Foundation Trust.

The day ended with a keynote given by Dr Joanne ‘Bob’ Whalley (Falmouth University) An Interfacial Journey with a Zombie: narratives for a bifold body.

Two events are planned for 2014/15: an afternoon seminar focusing on the use of secondary sources in medical sociology (October 2014) and a day conference on impact and medical sociology October 2015.
IHC/EdD Postgraduate Research Student Conference 2014

The IHC/EdD postgraduate research student conference took place on Saturday 28th June 2014.

The conference opened with a welcome from Professor Gayle Letherby and Dr Nick Pratt and then presentations commenced. Fourteen presentations were given ranging from ‘Can we improve the accuracy of Cataract Surgery? Surgically Induced Corneal Astigmatism Measurement Error’ by Catriona Hamer to the ‘Use of Biographical Narratives in Research’ by Russell Shobrook.

Poster presentations provided a further dissemination and sharing of research, with several round table discussions proving particularly popular. There were 9 round-table discussions including: “Yes Minister’ - The impact of frequent policy change in English education’ - Paul Norman, ‘A sociocultural model for analysing life history and the effect of learning experience’ - Christopher Grundy and ‘Mature HE women students and family capital’ - Louise Webber.

The conference concluded with a Plenary: ‘The theses and beyond – adding impact’ - Panel: Dr Nick Pratt, Professor Ann Brooks and Dr Ruth Boyask. Chair: Professor Gayle Letherby who provided some valuable advice for current PhD students.

The conference was organised in partnership with the Professional Doctorate in Education Programme (EdD) and the organising committee, led by Professor Gayle Letherby, included both academic staff and PhD research students. The conference provided another opportunity for postgraduate students to present their research in a supportive environment.
## Conferences – external
*(selection of keynote lectures/invited speakers)*

<table>
<thead>
<tr>
<th>Name</th>
<th>Conference details</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Anderson A</td>
<td>Environmental Risks and the Network Society: The Media Politics of the BP Gulf of Mexico Disaster’, SoSS &amp; The Australian Sociological Association’s Risk Societies Thematic Group, Monash University, Australia</td>
<td>6/19/2014</td>
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<tr>
<td>Buckhurst, P</td>
<td>Intraocular lenses, what the practitioner needs to know, British Contact Lens Association 2014 Clinical Conference</td>
<td>6/1/2014</td>
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<tr>
<td>Gristy CL</td>
<td>Research and rural communities: An engagement with ethics’ ECER Conference, Cadiz, Spain</td>
<td>18/09/2013-21/09/2013</td>
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<td>HUGGINS, Valerie A</td>
<td>International study visits and the promotion of intercultural capabilities, Internationalisation and the Student Experience Conference, Plymouth University</td>
<td>12/18/2013</td>
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<tr>
<td>Freeman, J</td>
<td>Fox, E.E. Hough, A.D. Creanor, S. Gear, M. Freeman, J.A. The effects of Pilates-based core stability training in ambulant people with multiple sclerosis: a multicentre, block randomised, double blinded placebo controlled trial, 29th Congress of the European-Committee-for-Treatment-and-Research-in-Multiple-Sclerosis / 18th Annual Conference of Rehabilitation in MS, Copenhagen, DENMARK</td>
<td>02/10/2013-05/10/2013</td>
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<tr>
<td>Freeman, J</td>
<td>Gunn, H. Nilsagard, Y. Cameron, M. Hoang, P. Mazumder, R. Freeman, J. Lord, S. Falls in people with multiple sclerosis: an international perspective 29th Congress of the European-Committee-for-Treatment-and-Research-in-Multiple-Sclerosis / 18th Annual Conference of Rehabilitation in MS, Copenhagen, DENMARK</td>
<td>02/10/2013-05/10/2013</td>
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<tr>
<td>Freeman, J</td>
<td>Freeman, J. Coote, S. Dalgas, U. Exercise programmes in the community setting 19th Annual Conference on Rehabilitation in Multiple Sclerosis (RIMS), Brighton</td>
<td>JUN 06-07, 2014</td>
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<tr>
<td>Name</td>
<td>Title</td>
<td>Conference/Event</td>
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<tr>
<td>Freeman, J</td>
<td>The effects of Pilates upon deep abdominal muscle activity in people with multiple sclerosis: an exploratory ultrasound study 19th Annual Conference on Rehabilitation in Multiple Sclerosis (RIMS), Brighton</td>
<td>06/06/2014-07/06/2014</td>
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<tr>
<td>Freeman, J</td>
<td>Association of rehabilitation extent and content with change in walking in multiple sclerosis: a European multi-centre study 19th Annual Conference on Rehabilitation in Multiple Sclerosis (RIMS), Brighton</td>
<td>06/06/2014-07/06/2014</td>
</tr>
<tr>
<td>Freeman, J</td>
<td>Social isolation amongst severely impaired people with multiple sclerosis (MS): choice, control and identity 19th Annual Conference on Rehabilitation in Multiple Sclerosis (RIMS), Brighton</td>
<td>06/06/2014-07/06/2014</td>
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<tr>
<td>Marsden, J</td>
<td>“Hereditary Spastic Paraparesis: From Pathophysiology to Service Delivery” University College London</td>
<td>4/10/2014</td>
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<tr>
<td>Quinn, Jocey</td>
<td>European Association of Lifelong Learning International Conference, University of Lisbon</td>
<td>Jun-14</td>
</tr>
<tr>
<td>Tyrrell, N</td>
<td>‘Children and Transnational Migration’, Childhood and Migration Conference, University of Yechta</td>
<td>Dec-13</td>
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<tr>
<td>Tyrrell, N</td>
<td>Migration and Intimate Life’, Glasgow Refugee Asylum and Migration Network</td>
<td>Jun-14</td>
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<tr>
<td>Tyrrell, N</td>
<td>‘Children in Family Migration: Making Spaces’, Kid(s)places, Catholic University of Eichstatt-Ingolstadt, Germany</td>
<td>Jul-14</td>
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<tr>
<td>Williamson, Graham</td>
<td>Council of Deans of Health Retention group meeting 24, London</td>
<td>Apr-14</td>
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</table>
Pump-Priming

9 bids totalling £12,043 were granted funding in the 2013-14 round of IHC pump-priming

Funding has resulted in a range of outcomes: Presentations, Academic outputs, Grant Proposal, Community Engagement and Academic networking/collaborations.

Successful bids:

Miriam McMullan
Determining the impact of a Drug Calculations Mobile App

Julia Morgan
Children Visiting their Parents in Prison: The Perspectives of Children, Imprisoned Parents and Prison Staff in the UK

Gary Shum
Utilization of Inertial Measurement Units to determine the dynamic balance when the vision is being altered during outdoor functional activities.

Cath Gristy and Jan Georgeson
Exploring the Common Assessment Framework

Lesley Goldsmith and Heather Skirton
Evaluation of a decision support tool for Direct-to-Consumer (DTC) genetic testing

Elizabeth Stenhouse et al
An evaluation of women’s experience of student midwife caseloading care.

Becky McKenzie (and the Early Childhood Studies Team)
Journey to school project

Tim Ingham and Alison Anderson
A scoping study of the dynamics of news and knowledge production on synthetic biology

Leigh Jackson
Generation of a variant risk calculator for inherited genetic conditions
### Examples of outcomes:

#### Key outcomes from IHC Pump Priming 2013/14

<table>
<thead>
<tr>
<th>Name</th>
<th>Miriam McMullan</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title of Research</strong></td>
<td>Determining the impact of a Drug Calculations Mobile App</td>
</tr>
<tr>
<td><strong>Academic outputs</strong></td>
<td>Expected publication in an international peer reviewed journal such as The Journal of Medical Internet Research (Impact Factor (2013): 4.7).</td>
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<table>
<thead>
<tr>
<th>Name</th>
<th>Julia Morgan</th>
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<tbody>
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<td><strong>Title of Research</strong></td>
<td>Children visiting their parents in prison: The perspectives of children, imprisoned parents and prison staff in the UK’</td>
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<tr>
<td><strong>Grant proposals</strong></td>
<td>Caroline Leeson and Julia Morgan are focusing (from October onwards) on putting in an ESRC bid exploring children of prisoners experiences in sub-Saharan Africa (Uganda and Zambia). The bid will be submitted by January 2015.</td>
</tr>
<tr>
<td><strong>Academic networking/ collaborations</strong></td>
<td>Planning a conference focusing on Children’s Experiences of Prisons including children in prison (UK and International context – young people, children and babies in prison with their parents or in prison themselves) and children visiting prisons. This conference will follow on from conferences which were held in 2012 and 2013. This would be in collaboration with Action for Prisoners Families, Barnardo’s, i-HOP, Howards League and a number of other key partners such as the United Nations in Geneva. Further additional funding would be sought for this conference and the proposed research will be presented at this conference.</td>
</tr>
<tr>
<td>Name</td>
<td>Cath Gristy and Jan Georgeson</td>
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<tr>
<td>Title of Research</td>
<td>Exploring the Common Assessment Framework</td>
</tr>
<tr>
<td>Academic outputs (papers, articles)</td>
<td>Writing a paper for the journal, International Journal of Research and Method in Education. It is hoped that this paper will be submitted in the spring of 2015. Article for a practitioner magazine co-written with LA partners. This will be completed in the spring of 2015</td>
</tr>
<tr>
<td>Academic networking/ collaborations</td>
<td>Workshop held in Hereford with Children and Young People’s services staff and managers from a local authority. There were over 60 attendees from a wide range of children’s and families’ services. A report of this workshop has been compiled using information collected on the day. Evaluation with LA senior managers to assess the potential impact of the workshop on policy and practice with children and families in the Hereford locality. An evaluation of the workshop was carried out on the day with the senior managers who were there along with all the other attendees.</td>
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<table>
<thead>
<tr>
<th>Name</th>
<th>Tim Ingham and Alison Anderson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title of Research</td>
<td>A scoping study of the dynamics of news and knowledge production on synthetic biology</td>
</tr>
<tr>
<td>Presentations</td>
<td>Presentation on ‘Synthetic Biology, Dialogue Initiatives and Public Debate’ delivered by Tim Ingham to Centre for Contemporary Culture and Society Research Group, University of Plymouth. 7th March 2014</td>
</tr>
<tr>
<td>Academic outputs (papers, articles)</td>
<td>‘Online Debate, dialogue and deliberation about an emerging technology, synthetic biology’. (This will be further developed alongside visiting professor Brigette Nerlich during her time in Plymouth in November 2014).</td>
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</tbody>
</table>
Keynote Lecture and Seminar Series

IHC Seminar
Same issues, different contexts: The importance of assessing context in evidence translation
Professor Bridie Kent (Plymouth University)
2 October 2013

IHC Seminar
CAM and the Public Health: an innovative healthcare practice in supporting and sustaining health and well-being
Professor Andrew Long (University of Leeds)
22 October 2013

IHC Seminar
Genetic information and the clinic: exploring different perspectives on ethical dilemmas
Dr Angela Fenwick (University of Southampton)
29 October 2013

IHC Seminar
Who is at risk from foodborne illness? Using theories of practice to investigate domestic food safety
Dr Wendy Wills (University of Hertfordshire)
14 November 2013

IHC Seminar
How predictive is your DNA?
Professor Cecile Janssens (Emory University, Atlanta)
19 November 2013

IHC Seminar
Death by suicide: Using an online memorial as a vehicle for telling the untold story
Dr Saffron Scott (University of Bournemouth)
21 November 2013

IHC Seminar & Methodological Innovations Conference Plenary
Adventures of an Accidental Methodologist
Professor John Scott (Plymouth University)
4 December 2013

Methodological Innovations Conference
Methods & Methodologies: Approaches & Experiences
5 December 2013

BSA Human Reproduction Study Group Conference
Experiences of Human Reproduction
6 December 2013

IHC/DTC Workshop
Research with children and families
14 January 2014

IHC Seminar
Aging, Visibility and Performance: Joan Rivers’ Body of Work
Professor Roberta Mock, Plymouth University
15 January 2014

CCCS Seminar
Youth Street Politics in the Media/on the Street
Dr Johanna Sumiala, University of Helsinki, Visiting Scholar for CCCS
30 January 2014

IHC Winter Networking Lunch
11 February 2014

IHC Seminar
Anonymous Photographs and Personal Evocations: Modes of auto/biographical contemplation
Mr Michael Erben, Fellow of the University of Southampton
27 February 2014

U3A Travel Event
24 March 2014

CHeSCI Seminar
Compassion in Action: Nurses Roles in Mass Casualty Management
Julie Benbenishty, Hadassah Medical Centre, Visiting Scholar for CHeSCI
1 April 2014
CCCS Seminar
The Power of Songs: Using Music to Promote Active, Healthy and Connected Ageing
Plymouth Music Zone and Professor Jocey Quinn and Claudia Blandon, Plymouth University
4 April 2014

IHC Seminar
Navigating Plural Places: Mapping Impact, Distance and Proximity
Professor Yvette Taylor, London South Bank University, Visiting Scholar for CCCS
8 May 2014

IHC Seminar
“The Waitress-Mom War”: Pay, Parenting and Patterns of Gender Inequality in the Labour Market in the U.S.
Professor Ann Brooks, Visiting Scholar for IHC
14 May 2014

VISITING SCHOLARS PROGRAMME

CHESCI

November 2013
Professor Cecile Janssens (Emory University, Atlanta USA)

Prof Janssens is highly respected in the field of public health genetics.

During her visit she:

- Worked with Professor Heather Skirton and her CHeSCI research cluster to develop a research application for European/US funding.
- Gave a professorial lecture, as part of the IHC seminar series.
- Gave a seminar to CHeSCI Research Centre members on applications of her research to health and social care.
- Gave a webinar-based lecture for nursing students.
- Worked closely with the Applied Health Genetics research cluster, advising on current and future work.
March 2014
Prof Julie Benbenishty, Trauma Co-ordinator, Hadassah Hebrew University/Hadassah Medical Centre, Jerusalem

Julie Benbenishty is an established expert and accomplished speaker in the field of intensive care and trauma.

During her visit she:

- presented a workshop to nursing and paramedicine students regarding organisation of trauma services for mass emergencies
- presented an IHC/CHeSCI seminar in the area of “Stress and coping among Israeli nurses after repeated terrorist attacks”
- led a workshop for IHC academics on the integration of arts-based teaching methods, for example use of collage, to discuss sensitive subjects
- worked with academics and clinicians in the Clinical Skills Research Cluster to develop an international research grant based on outcomes from previous UK-Israel collaboration.

CCCS

May 2014
Prof Yvette Taylor, London South Bank University

Professor Taylor made 2 visits of 2 days each to work with the centre. She gave an IHC research seminar based on her current British Academy Fellowship on ‘Critical Terrain’. The seminar was entitled ‘Navigating Plural Places: City Publics and the Public Sociologist’. She also ran the following workshops: ‘Being and Becoming Academic’, ‘Dear North Dear South’ and ‘Queer Methodologies’.

Professor Taylor offered individual consultations to staff advising them of relevant national/international contacts and networking opportunities. Professor Taylor also worked with CCCS in an interdisciplinary bid across the Weeks Centre and CCCS around the theme of Critical Diversities.
## MEMBERS OF IHC

**Director of the IHC:**
Professor Gayle Letherby

**Senior PA to the Director of the Institute of Health and Community/Senior Research Administrator:**
Alison Bendall

**CCC**

**Director:** Alison Anderson  
**Deputy Director:** Jocey Quinn

### Centre Members:

<table>
<thead>
<tr>
<th>Adrian Barton</th>
<th>Kay Inckle</th>
<th>Rebecca Carter Dillon</th>
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<td>Anne Roberts</td>
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CHeSCI
Director: Ruth Endacott
Deputy Director: Jenny Freeman
Centre Members:
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Alison Anderson   Esther Fox   Joyce Halliday
Alison James   Faye Doris   Kamran Ali
Allegra Cattani   Fiona Hiscox   Karen Gresty
Amanda Denton   Fiona Mcleod   Katie Hide
Andrew Whiteford   Gail Rees   Keith Collard
Andrew Wills   Gary Shum   Kevin Hambridge
Andy Nichols   Gayle Letherby   Kiki Soteri
Anita O’Connor   Gemma Quin   Leigh Jackson
Anita Slade   George Giarchi   Lesley Goldsmith
Ann Humphreys   Gill Green   Lisa Bunn
Anne de Looy   Gisella Hanley Santos   Louise Belfield
Anne Payne   Glennys Howarth   Lucy Lambert
Anne Roberts   Graham R Williamson   Maged Kamel Boulos
Annegret Schneider   Graham Sewell   Maggie Doman
Annie Mitchell   Hassina Carder   Margaret Wade
Anthony Gilbert   Heather Hunter   Maria Bennallick
Athanasiou Anastasiou   Heather Skirton   Maria Tighe-Clark
Avril Collinson   Helen Donnellan   Martin Helley
Benny Goodman   Hetal Buckhurst   Martyn Bradbury
Bernhard Haas   Hilary Gunn   Matthew Breckons
Bing Hu   Ian Mills   Melanie Moore
Bridie Kent   Jane Collingwood   Michael Brennan
Christopher Tredwin   Jane Grose   Michael Sheppard
Claire Hornsby   Janet Kelsey   Mike Feighan
Clare Pettinger   Janet Richardson   Mike Sheaff
Daniela Cassola   Jennifer Collins   Miriam McMullan
David Moles   Jenny Morris   Mona Nasser
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Desley White   Joanne Brown   Nigel Honey
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Stephanie Mroczkowska
Stephen Creanor
Stephen Sterling
Stephen Wileman
Sue Waite
Svetislav Zaric
Tanja Krizaj
Terry Gorst
Timothy O’Brien

CMI
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Deputy Director: Julie Parsons
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Ed Pyle
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SHAPING HEALTH AND COMMUNITIES WITH PLYMOUTH UNIVERSITY