## Programme

<table>
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<tr>
<th>Time</th>
<th>Stream A Creative, Visual and Auto/Biography</th>
<th>Stream B Collaborative and Participatory Approaches</th>
<th>Stream C Patient/Participant Experience</th>
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<td>09.00-09.40</td>
<td>Rolle Building, Level 6 foyer</td>
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<td>Conference registration (with refreshments)</td>
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<td>09.40-10.00</td>
<td>Rolle Building Room 605a and 605b</td>
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<td>Welcome and Introductions</td>
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<td>Professor Graham Sewell, Acting Director, Institute of Health and Community and Julie Parsons CRM research group lead</td>
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<td>10.00-10.30</td>
<td>Rolle Building, Room 605a and 605b CHAIR: Jonathan Harvey</td>
<td>Rolle Building, Room 605c CHAIR: Marie Lavelle</td>
<td>Rolle Building, Room 605d CHAIR: Carole Sutton</td>
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<td>&quot;Auto-ethnography, the role of patient narrative and the challenge of qualitative methodologies in medical research&quot;</td>
<td>Movement, Technological Mediation and Human Interaction: Case studies through Participatory Action Research</td>
<td>Appreciative Inquiry as an approach to optimize the role of food activities in ‘marginalized’ individuals</td>
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<td>Toby Chanter</td>
<td>Abigail Jackson</td>
<td>Clare Pettinger and Lin Adams</td>
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<td>10.35-11.05</td>
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<td>Rolle Building, Room 605c Paper withdrawn</td>
<td>Rolle Building, Room 605d CHAIR: Carole Sutton</td>
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<td><em>Asusu anya</em>: becoming a researcher conducting ethnography with people who have difficulty using words to communicate. A post-humanist approach.</td>
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<td>The nutritional care of people living with dementia at home: a scoping review</td>
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<td>Claudia Blandon</td>
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<td>Louise Wilkinson</td>
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<td>11.05-11.30</td>
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<td>Break and Networking (with refreshments)</td>
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<td>11.30-12.30</td>
<td>Rolle Building, Room 605a and 605b CHAIR: Julie Parsons</td>
<td>Conference Keynote Introduced by CHAIR: Julie Parsons</td>
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<td>‘Working towards an antidote to anti-ageing’</td>
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| 12.35-13.05 | Rolle Building, Room 605a and 605b CHAIR: Claudia Blandon  
   ‘We are such stuff as dreams are made on’: using dreams as a research method to trouble un/conscious discourses in education  
   Emma Macleod-Johnstone | Rolle Building, Room 605c CHAIR: Julie Parsons  
   Re-Imagining Future Identities  
   Sarah-Jane Hodge and Sarah Hocking | Rolle Building, Room 605d CHAIR: Toby Chanter  
   The Control of Safeguarding Children Social Work: A Mixed Methods Study of the interaction between Managerial and Professional Control in a Social Policy Context  
   Julie Brown |
| 13.05-14.00 | Rolle Building, Room 605a and 605b LUNCH and Networking | | |
| 14.00-14.30 | Rolle Building, Room 605a and 605b CHAIR Gayle Letherby  
   Film: ‘Cooking Beat the Demons in my Head’  
   Clare Pettinger and Sean Valentine  
   Poetry Interlude  
   Thom Boulton, AKA Blaith Nemorlith, Plymouth Poet Laureate | | |
| 14.35-15.05 | Rolle, Room 605a and 605b CHAIR: Gayle Letherby  
   An auto/biographical, comedic insight into the (re)construction of identity after acquired brain injury  
   Jonathan Harvey | Rolle Building, Room 605c CHAIR: Julie Parsons  
   Participatory food events as collaborative public engagement opportunities  
   Clare Pettinger (and research team) | Rolle Building, Room 605d CHAIR: Louise Wilkinson  
   Optimising patient and public involvement (PPI): identifying its essential and desirable principles using a systematic review and modified Delphi methodology  
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| 15.10-15.40 | Rolle, Room 605a and 605b CHAIR: Gayle Letherby  
   The affordances of visual methods in supporting the participation of children with special educational needs in research  
   Samantha Child | Rolle Building, Room 605c CHAIR: Louise Wilkinson  
   Researching temporality: age and the university  
   Marie Lavelle, Joanna Haynes and Cath Gristy | Rolle Building, Room 605d CHAIR: Julie Parsons  
   The Use of Program Theories to Measure Impact: a realist process evaluation of the ‘Engager’ for offenders with Common Mental Health Problems  
   Sarah Rybczynska-Bunt |
| 15.40-16.00 | Rolle Building, Room 605a and 605b Comfort Break | | |
| 16.00-16.45 | Rolle Building, Room 605a and 605b CHAIR Gayle Letherby  
   Poetry Round Up  
   Thom Boulton, AKA Blaith Nemorlith, Plymouth Poet Laureate  
   CLOSING REMARKS – Julie Parsons and Carole Sutton | | |
Abstracts and biographies

Claudia Blandon

‘Asusu anya’: becoming a researcher conducting ethnography with people who have difficulty using words to communicate. A post-humanist approach

Abstract:
In Igbo language ‘asusu anya’ (or eye language) refers to a way of communicating with the eyes only, a language that disregards words. This presentation will reflect on a researcher’s journey processing concepts of emotional labour and becoming while conducting an eighteen-month ethnography with people with a diverse range of disabilities who struggle to communicate with words. The study applied post-humanist concepts to understand how communication happens in the absence of words. Post-human theory moves away from the articulate human to focus on acts and bodies (Braidotti, 2014), on materiality (Barad, 2010) and the agency of things (Bennett, 2010). It validates and explores the significance of silence Mazzei (2011) and focuses closely on space and the visual in its methodology (Taylor, 2013). The presentation will discuss the researcher’s reflections on how these concepts influenced emotional labour and its implications.

Biography:
Claudia Blandon has worked at the Plymouth University as a research assistant in Human Geography and the Institute of Education. Claudia has a background in Anthropology and international human rights law; she has lived and worked in South America, the United States, West and North Africa.

Thom Boulton a.k.a Blaidh Nemorlith

Blaidh Nemorlith (Thom Boulton) is the Poet Laureate for the City of Plymouth and a Primary Teacher at Plaistow Hill Infants and Nursery School in St Budeaux.

Thom/Blaidh has been writing contemporary poetry for twelve years. He credits his polificty to his love of words and his interest in the world. At 17 Blaidh began to write observational poetry both as a way to deal with the world and because of the joy of the process. He and several of his friends became actively involved in AllPoetry.com and would meet regularly to share their creations. During his university career, when not busy with assignments, Blaidh would listen to the Poetry Off the Shelf podcast, which he believes greatly helped his development as a writer.

He continued to post on AllPoetry.com and began to win and be placed in various contests on the site. In 2011, whilst experimenting with different characters, Blaidh wrote a piece called ‘Overly Stimulated’ (under the guise of Gallimaufry the Ineffable) which was feature in the first issue of the Railroad Poetry Project available at http://issuu.com/railroadpoetryproject/docs/issueone. In 2015, beginning his biggest project to date
Blaidh launched the *Blaidh’s Tales* website (http://blaidhstales.weebly.com/) in order to post new pieces. The focus here is folklore and fairy tales for adults and the first 60 tales were published at the end of 2015 in Blaidh’s first poetry book. Since then, Blaidh has, in collaboration with several others, produced and published several children’s books: *Malerblatt’s Tree* was released on New Year’s Day 2016 and *South West Legends* (illustrated by Anthony Rollinson) is on sale at three locations on Dartmoor. Blaidh’s poem ‘Alone in Blue’ was published in the Plymouth Herald alongside an interview with Blaidh (8 Oct 2016).

Following his instatement as Plymouth Poet Laureate Blaidh performed during the Plymouth Literature Festival 2016 at various events across the city. He was placed as a finalist during the Flash Fiction event, read some of his work at The Word, Twin Sounds (Brest/Plymouth exchange) and The Big Open Mic Night. With his creative collaborator, Dorian Sounde, Blaidh performed at the auditorium theatre, Plymouth Athenaeum, with a show of his own crafting entitled *In the Darkly Woods*. The show was comprised of retelling of dark fairy tales from Europe, folklore poetry about Plymouth and ended with some of Blaidh’s Tales, which had been converted into songs.

Blaidh is a regular attendee of Cross Country Writers, a Plymouth based poetry and prose group which meets once a month and is a supportive environment in which participants can share their work.

**Julie Brown**

**The Control of Safeguarding Children Social Work: A Mixed Methods Study of the interaction between Managerial and Professional Control in a Social Policy Context**

**Abstract:**
This mixed methods research follows the shifting balance of managerial and professional control of children’s social work. It does this by tracking the passage of government guidance from its consultation stage, launch in to local authorities and then its emergence in to frontline practice. Multiple template analyses are applied to documents and informant accounts at these key stages. Each template stage refreshes the analysis of the prominence of managerial or professional control at that point. This layering of templates enables a visualisation of the changing nature of occupational control so providing fresh insight into what are otherwise static accounts of the frequently cited conflict experienced by social workers. Inevitably, the actual shape of controlling influences is far more compromised from either the managerial or professional control systems’ perspective than any one account might suggest.

**Biography:**
Julie is studying for her PhD on a part time basis combining it with a full-time role as a public sector director. She is researching the control of professional work. She has spent the majority of her career as an accountant and general manager, in the company of social workers. That Julie should want to understand this better was inevitable.
Toby Chanter

“Auto-ethnography, the role of patient narrative and the challenge of qualitative methodologies in medical research”

Abstract:
This paper has emerged out of an auto-ethnography exploring a process of interrupted social participation during the development and treatment of a life-long condition. A wide-range of social and anthropological theory was integrated within the text to make sense of selected experiences during a period of increasing impairment, medical investigation, diagnosis and pharmaceutical treatment.

In response to key issues surrounding voice, authenticity and representation in ethnographic fieldwork, the auto-ethnography raised questions regarding the validity and role of not only patient experience and narrative within health research, but more broadly the role of qualitative methodologies in Evidence Based Practice.

Evidence Based Practice forms a central principle in the development and delivery of modern western healthcare; used to establish treatment efficacy, directing training and education, inform practice and Continuing Professional Development, and demonstrate value; a not so tacit requirement in a climate of austerity and funding pressure. Despite the increased publication and visibility of qualitative research across a variety of healthcare disciplines, the extent to which qualitative data exerts influence on care delivery and policy change is debatable. The link between qualitative research and Evidence Based Practice is little understood.

This paper will begin by exploring the role of patient narrative in medical research and then discuss issues surrounding the value and recognition of qualitative methodologies within the medical sciences. For academics and qualitative medical researchers this translates as understanding the barriers to greater inclusion and finding ways of demonstrating significance and implementing research; turning qualitative data into tangible research impact.

Biography:
Toby has 10 years experience of working in both the NHS and private practice as a physiotherapist and acupuncturist. Completing an MA in Medical Anthropology at the School of Oriental and African Studies Toby has a research interest in qualitative research methods and in healthcare sociology.
Dr Samantha Child

Using Visual Methods with Children: a helpful and versatile tool for supporting collaboration or a hindrance

Abstract:
Often children with special educational needs (SEN) are excluded from research or adopt marginalised roles. One of the main aims of this ESRC funded PhD study was to investigate how visual methods could support a more collaborative approach. During this presentation I discuss findings from research with five boys (aged 8-10) in two primary school settings, four of whom had SEN. Alongside my ethnographic participant role; three collaborative visual methods were used:

1. Social Concept mapping
2. Walking tour of the research setting and mini film making
3. Video stimulated recall (using participant and researcher generated video clips)

Throughout the process I kept a reflexive diary and field notes and undertook ongoing multimodal analysis of the visual data.

During this presentation I grapple with some of the challenges I faced using visual methods. Whilst the visual methods supported the engagement, reflection and participation of most participants, there were initially seven participants: two children with the most complex needs opted not to take part, illustrating the importance of adopting an individualised and nuanced understanding regarding the value of visual methods. Furthermore the use of visual methods introduced a novelty element to the research which although mostly supported engagement, may have inadvertently heightened and reinforced peer perceptions of these children as ‘other’, illustrating the need for caution. The visual research focus led to participants focusing on aesthetics which at times distorted the findings, illustrating the value of combining visual methods with ethnography. Lastly, although the visual methods supported collaboration this led to ethically problematic situations which resulted from the children adapting the research to meet their needs (including positioning the researcher).

To conclude, although visual methods may offer the researcher and participants a versatile and flexible tool for supporting collaboration, this is fraught with challenges, illustrating the importance of the researcher adopting a critical, nuanced and cautious stance regarding the value of visual methods.

Biography:
Dr Samantha Child is an educational researcher, specialising in qualitative research methods, teaching pedagogies, widening participation to Higher Education and inclusive educational practices. During the completion of an ESRC funded PhD, she worked as a Research Assistant at University of Plymouth. Until recently, Samantha was a Research and Evaluation Officer at Bath Spa University in which she led numerous evaluations of university initiatives designed to support the access, retention and progression of students.
Dr Jonathan Harvey

An auto/biographical, comedic insight into the (re)construction of identity after acquired brain injury

Abstract:
Auto/biography is a powerful methodological tool. It has been stated that auto/biography and the consideration of self-identity is particularly useful in seeking to explore how the identity of the researcher both effects and is effected by the research process (Harvey 2013; Letherby 2012). I suggest that a comedic analysis of my PhD journey exposes the some of the complex ways in which my identity both impacted on and was impacted by the process of researching identity (re)construction after brain injury.

I will share my journey of identity (re)construction after acquired brain injury. My path of identity (re)construction continues to be unpredictable as I navigate my journey through life. After a sport-filled youth, I sustained a brain injury at the age of 21. Aged 25, I returned to full-time study and completed an undergraduate degree and an MSc. This led to me completing a PhD which explored the identity reconstruction of six fellow brain injury survivors. After a brief foray to a foreign land (Southampton), which was largely spent turning my thesis into a book (Harvey forthcoming, plug, plug), I have returned home to Plymouth in search of employment. I will outline some important parts of my educational journey, such as the advantage of conducting research with others who have had similar experiences to me (Harvey 2013; Letherby 2002, 2012). I will describe my journey using comedy (I guess you should be the judge) to disrupt the dominant way that disability is often thought of in a melancholic way (Roets 2009) and is something to be avoided at all costs (Goodley 2013). I invite delegates to join me on this uncertain adventure into a comedic analysis of a life journey.

Biography:
Dr Jonathan Harvey is a brain injury survivor and a social scientist. Jonathan recently completed a PhD at the Open University (2015), which was entitled ‘Navigating the complexities of acquired brain injury: theorising everyday activities in identity (re)construction’.

Sarah-Jane Hodge and Sarah Hocking

Re-Imagining Future Identities: An exploration of collaborative working with offenders, using the ‘Justice Star’ and creative/arts-based practices

Abstract:
Sarah Jane Hodge (Arts Coordinator) and Sarah Hocking (Project Coordinator) present a case study which explores how creativity provides a space to re-imagine a future identity, and the use of the ‘Justice Star’ as a tool to both implement and measure a change in identity.

In November 2016 Arts Council England supported a year-long project at registered charity LandWorks, for current and ex-offenders to create visual artwork exploring the theme of ‘overcoming feeling trapped’. This case study discusses how one participant created a sculpture which symbolises a transformation, simultaneously the process of making acted as a tool to implement change.
In early 2016 Sarah Hocking began implementation of The Outcomes Star™ at LandWorks to both measure and support progress for trainees at the project. They are using The Justice Star, a relatively new ‘strand’ of the series, designed specifically for people in the criminal justice system working towards a future without crime. The star is based on a coherent theory of change, where the key worker and service user work collaboratively to plot (numerical score from 1 to 10) where the service user is on the ladder of change for each of the ten outcome areas. These include accommodation, mental health & wellbeing and drugs & alcohol. The process is then repeated at regular intervals to track progress and support positive change towards self-reliance.

The tool is designed to report outcomes whilst also supporting positive change, recording quantitative data whilst also fostering qualitative, meaningful, dialogue. This paper will explore the effectiveness and limitations of this methodology in practice. The intra-disciplinary approach between the arts, sociology, and criminology works to improve well-being, whilst fostering dialogue between trainees and supporters to challenge social exclusion.

Biographies:
Sarah Jane Hodge joined the LandWorks charity in 2013, while studying a degree in Fine Art and Art History at Plymouth University. Since graduating she has become the Arts Coordinator for LandWorks and the PeN Project, securing grants to deliver arts projects with people in prison or at risk of going to prison.

Sarah Hocking is the Project Coordinator for LandWorks, after graduating in Criminology from Plymouth University in 2013. Since then Sarah has developed the systems on which the charity runs efficiently, guiding its transition to a Charitable Incorporated Organisation in early 2016, while helping to secure vital funding from trusts and private donors.

Abigail Jackson

Movement, Technological Mediation and Human Interaction: Case studies through Participatory Action Research

Abstract:
This paper presents an interdisciplinary PhD situating The Arts alongside the Social Sciences, by embedding Autism research in the discussion. The method of improvised somatic-movement is used to promote the development of embodied knowledge and empathic understanding. Human-Computer Interactions are explored through implementing movement and technology creatively, as a response to, and device for, the reliance on technology by the younger generation. This paper also considers the implications of this on a neurodevelopmental diagnosis with social interaction central to its impairments.

This research aims to present methods that utilise technologies within the school environments of children on the autism spectrum, with case studies of participatory action research employing projected live footage into the room, allowing the children to interact with themselves through digital
technologies. This technique has exposed the benefits of mimicking the child’s movement when addressing the effect underdeveloped referential ability has on empathetic abilities.

By working holistic towards social development, the project brings together The Arts, Social Sciences and Technology within an educational discourse due to the simplicity of technologies used, individualised somatic-movement interactions, and holistic development. Through collaborating methodological innovations from numerous disciplines, this interdisciplinary research aims to highlight ways in which we can bring technology and creativity to benefit the autistic community. In the final year of this PhD, the researcher considers appropriate adaptations for its use with the wider community through discussions with experts in the fields of movement and computing.

**Biography:**
PhD candidate with Transtechnology Research, Plymouth University, receiving AHRC funding via the The 3D3 Centre for Doctoral Training. Abigail also holds a BA Hons Dance, an MRes Dance, and a PGCert in Autism. Her research is an interdisciplinary project, which facilitates movement sessions, in the development of a creative intervention, for autistic participants, with digital mediation embedded in its investigation. For more information [http://www.trans-techresearch.net/research/phd-research/phd-candidates/abigail-jackson/](http://www.trans-techresearch.net/research/phd-research/phd-candidates/abigail-jackson/)

**Drs Marie Lavelle, Joanna Haynes and Cath Gristy**

**Researching temporality: age and the university**

**Abstract:**
The University might be considered a space associated with ‘being’ a certain age, constructed not just with learning in mind but also a space where rites of passage from childhood to adulthood are enacted. Yet these assumptions can be problematic; unconscious age-related bias can result in unintentional discriminatory practice and missed opportunities. For those who do not fit into these aged expectations, there is the potential to feel out of place and excluded. This presentation reports on a study conducted in Induction Week at the University of Plymouth. Engaging in the vibrant and at times exuberant energy of campus during this period, a creative, participatory action research approach was developed, to give participants who might ordinarily be silent within research a voice. With roots in community activism and feminist methodologies (Wang and Burris, 1997), a range of mobile and standalone methodologies were utilised in carefully chosen campus sites, including vox-pop interviews, flash surveys, photography and photo-voice, which collectively attempted to provoke and capture feelings of age in the space of the University. In discussions of the research group notions of maturity and timeliness have come to the fore. The aim of the study was to ask – Is this a University for All Ages?

Biographies:
Drs Marie Lavelle, Joanna Haynes and Cath Gristy teach and research at the Plymouth Institute of Education on the Early Childhood and Education Studies programmes. Andy Edwards-Jones recently joined the project as a Research Assistant. Gordana Webster and Jenny Fletcher, student intern RAs, assisted with the data collection.

Dr Emma Macleod-Johnstone

* ‘We are such stuff as dreams are made on’: using dreams as a research method to trouble un/conscious discourses in education

Abstract:
How many of us working in HE often struggle to survive rather than thrive? In challenging days of Neo-liberal times I kept asking *[t]he question that sometimes drives me hazy: am I or are the others crazy?* (Albert Einstein, in Van Oech, 2011: 64) Hence in my research on ‘Myths, Madness, and Mourning in the Halls of Academe’, I sought to query the levels of un/conscious ‘denial’ regarding the effects of Parker’s (1997:4) *rising tide of bellicose managerialism manifested in hierarchical lines of command and decision-making, centralization of power, massively increased bureaucracy, [and more]...* and my lived ‘reality’ of being in the midst of it. For Jung, one cannot reduce the unconscious to its personal dimension; it is transcendent, and provides the vessels that carry us between ‘the realm of the unconscious and the phenomenal world of human experiences’. (Grey, 2008: 20) So, how did I get to this phenomenal world? How could I delve down through messy imbricated layers of personal ‘knowing’, and find a way to expose a ‘collective unconscious’ that surrounds experiences of being in an academic community?

I dreamt it all up! Here I explore the use of dreams to provoke *‘the irruption of transgressive data’*(St Pierre, 1997) in order to disturb and trouble performative discourses within the academy.


*Shakespear, W. The Tempest, Act IV, Sc 1, 155-156


Biography:
Dr Emma Macleod-Johnstone has spent seventeen years working in HEAs and over twenty years working as a counsellor and psychotherapist. Her particular interests focus on the intra-and-inter-psychic processes which occur within and between individuals and the collective and surrounding political discourses.

Dr Clare Pettinger and Dr Lin Adams

Appreciative Inquiry as an approach to optimise the role of food activities in ‘marginalized’ individuals

Abstract:
The Food as a Lifestyle Motivator project has confirmed that food can be used as a powerful catalyst for inclusion with the potential to empower ‘marginalized’ individuals (Pettinger et al 2017). Phase two of this work has explored positive ‘best practice’ aspects of food activities provided in local centres supporting socially-excluded individuals. A creative qualitative research method, Appreciative Inquiry (AI) was used to conduct semi-structured interviews with gatekeepers (n=3), support workers (n=1) and service users (n=13) in three local centres serving multiple and complex needs service users. The interviews focused on two broad questions: i. “Which ‘food activities’ worked well and why?” and ii. “What ideas/plans regarding ‘food activities’ would/could work well in the future and what would help to make them happen?”

Data were interpreted (NVivo 11) by producing taxonomies of common elements and generating explanatory stories via narrative analytical procedures (Polkinghorne, 1995). The AI approach proved essential to this exploratory study, producing aspirational narratives on how food can motivate these individuals to improve their lives. Findings show that food activities can be an important part of service user’s recovery journey, giving them ‘something to do’ and offering important social interaction: most found engagement in food activities therapeutic. We reflect on the AI approach and how it can support collaborative developments with service providers and users. We propose that creative socially inclusive food activities may have a role to play when designing and commissioning services for individuals with multiple and complex needs. This work offers important insight into how food-based community development can help to enhance social and human capital.


Biographies:
Dr Clare Pettinger RD RNutr (Public Health) is a lecturer in Public Health Dietetics in the School of Health Professionals, Plymouth University. Her current research includes the use of creative participatory methods to address food poverty/justice and issues of social sustainability. The ‘Food as a Lifestyle Motivator’ (FLM) project has gained momentum (originally funded by ISSR/IHC but has more recently received funding via a British Academy/Leverhulme small grant). The project has included two successful ESRC Festival of Social Science events in (Nov 2015 and 2016) and has
recently produced a short ‘media impact piece’ at the Totnes Transition Town Film festival. Creative collaboration and public engagement are core aspects to the FLM project as it moves forward – this will be showcased at the conference.

Dr Lin Adams retired from the NHS following a long career both as a clinician and in senior management and then undertook a PhD scholarship with the School of Social Science and Social Work at Plymouth University. Previously, while still working, Lin gained a BSc (Hon) in Health Studies in 1994 and an MSc Social Research in 2007. Since gaining her doctorate in 2012, Lin has worked as part of a research team on various projects. She has a keen interest in research methodology, especially data analysis. Lin is skilled in both qualitative and quantitative methods using SPSS, NVivo and QCA. Lin is married and has three grown-up daughters, five granddaughters and one great granddaughter.

Research Team
Drs. Clare Pettinger, Julie Parsons, Lyndsey Withers and Richard Ayres; Ms Carole Sutton; Mr Andrew Whiteford, Miranda Cunningham; (Gia Daprano)
Dr Lin Adams; and Prof Gayle Letherby

Dr Clare Pettinger (and research team)

Participatory food events as collaborative public engagement opportunities

Abstract:
The Food as A Lifestyle Motivator project has successfully engaged ‘marginalized’ communities in creative wellbeing dialogues through a range of interactive food activities across Plymouth.

Part of this exploratory study involved two ESRC Festival of Social Science participatory food events (Nov 2015 and Nov 2016) run in a local Plymouth based day rehabilitation centre. The aim of these events was to bring key stakeholders (service users and providers) together to exchange food knowledge, using creative participatory approaches. Data collection consisted of audio interviews (service providers and service users), oral surveys (service users), social cooking and eating, and creative visual art (photography, collage, food games).

This paper details how the range of creative approaches used successfully engaged individuals to attend and participate in these food events. We consider how the utility of such creative approaches can be used to support public engagement. We also reflect on and provide a critique of the collation of participatory action research.

Biography:
Dr Clare Pettinger; see above.
Dr Clare Pettinger (Plymouth University) and Sean Valentine (Fotonow CIC)

‘Cooking Beat the Demons in my Head’

Abstract:
This collaborative ‘media impact piece’ was co-created with community partners Fotonow CIC, to showcase findings from phase one of the Food as a Lifestyle Motivator project

The short film comprises four ‘case studies’ of homeless males in Plymouth. The ‘Voice Centred Relational Method’ (VCRM, Mauthner and Doucet 1998) gave authenticity to the voices of these participants. Four ‘I-Poems’ are narrated, that draw on statements incorporating “I/we/you” made in response to images during a photo elicitation approach.

This film was shown at the Totnes Transition Town Film Festival in the vintage mobile cinema on Fri 10th March 2017.

LINK to FILM here: https://vimeo.com/209933900


¹ The Food as a Lifestyle Motivator project aimed to pilot creative methods in homeless adults for the examination of food related experiences to facilitate their engagement in wellbeing discourse (see Pettinger et al 2017)

Biographies:
Dr Clare Pettinger; see above.

Sean Valentine is a filmmaker based in the South West of England currently working for Fotonow CIC alongside developing his own documentary projects. A graduate of Plymouth University from BA(Hons) Media Arts, he has since worked as a director, editor, cinematographer and sound on a range of productions. He recently was awarded the Factual prize, at the Royal Television Society Devon & Cornwall awards, for his documentary ‘Wild Swimmers’. Sean’s interest in collaborative media work saw him join Fotonow, a Plymouth based media social enterprise, in 2016 where he has since become a permanent filmmaker within the company leading on a variety of community focused film projects.
Professor Jayne Raisborough, Leeds Becket University (KEYNOTE)

Working towards an antidote to anti-ageing

Abstract:
Cultural Gerontology recognizes the psychosocial harms when ‘old’ is represented as a stigmatized identity and the importance of alternative cultural representations. We face two obstacles: the first is the difficulty of creating ‘alternative’ representations when we are situated, to different degrees, in anti-aging cultures. The second is the assumption that alternatives work as such when perceived by different audiences. One way of addressing these is to make explicit the interpretative frameworks that shape representations and to find ways of presenting these to audiences. This paper discusses the on-going development of a new methodology ‘metafictional framing’ which aims to break us from a current impasse. I discuss how I constructed this methodology from a critical blending of feminist methodological principles, a new focus on voice (Couldry, 2010), metafiction (a self-conscious fiction) and a politics of recognition. I discuss how this methodology fed into a portfolio of methods aimed at exploring just how and why women respond to mainstream media anti-ageing messages (‘text in action’ method) and what informs their responses (life stories, interviews and workshops). The methodology demands the making of an alternative media representation, and I discuss the making of the co-produced film ‘women and ageing’. Interesting tensions between the creative aspirations for the film and the theoretical and political are discussed here as we watch the 6 min film. This paper claims that explicit framing can contribute to the effectiveness of alternate representation. It argues that attention to the construction of alternative representations is crucial to the interrogation of anti-ageing, but it acknowledges that this may take on-going relationships with participants and a variety of media outputs. Nonetheless, this paper argues that attention to the construction of alternative representations is a much needed step in our critique and counter of stigmatizing representations of age and ageing.

Biography:
Jayne have arrived at the media team at Leeds Beckett via the University of Brighton, where she taught and wrote about sociological aspects of the mass media for 12 years. Jayne’s teaching and research interests are at first glance wide-ranging – from feminist theory, social class, serious leisure, gun ownership, designer vaginas, cosmetic surgery, ethical consumption to makeover television programming. Although these are diverse they are all part of a wider investigation into what identities are made possible for us - in other words, just who are we allowed or encouraged to be, how we can take up these possibilities of being and the consequences of these on how we feel about ourselves and others. It is the relations of self and Other that bring Jayne to explore social inequalities, injustice and discrimination in order to hold neoliberalism, and more recently, the practices and rhetoric of austerity, to critical account. Jayne has published in these areas, the most recent being Lifestyle Media and the Formation of the Self - 2011 and Fat Bodies Health and the Media-2016. In addition to pursuing work on age and weight stigma, she is currently co-writing a book on Women and Guns and exploring the constructions of retired identities on the London Underground with Lesley Murray at the University of Brighton.
Dr Sarah Rybczynska Bunt

The Use of Program Theories to Measure Impact: a realist process evaluation of an Intervention ‘Engager’ for Offenders with Common Mental Health Problems

Abstract:
Observing connections between variables enables researchers to make inferences about the impact of an intervention. Conceptualising reality as complex and nuanced avoids reductionist cause and effect theorization. Adopting a realist perspective encourages researchers to expansively describe patterns observed in the data and exhaust all possible causal explanations (Bunt 2016). Arealist process evaluation moves beyond measuring whether an intervention works or not, and aims to deepen understanding by testing whether it works in the ways in which it is theorized to and to expand on ‘what works for whom and in what circumstances’ (Pawson and Tilley 1997).

This paper, outlines how a realist parallel process evaluation intends to measure the impact of a randomised controlled trial ‘Engager’; an intervention which supports prison leavers with common mental health problems with their transition into the community. An embedded formative process evaluation, conducted as part of the pilot trial, established a logic model of how the intervention was understood to work. The logic model, and its associated program theories detail how the intervention is hypothesised to produce a number of desired outcomes, against a range of contexts. Identifying context-mechanism-outcome configurations will help to identify the circumstances in which the intervention could have greater, or lesser, impact. This presentation will help to inform learning for other researchers who are thinking of embarking on realist intervention evaluations where they will need to assess if the intervention is working as hypothesised by the program theories, and if it is creating any unintended outcomes.

Biography:
Dr Sarah Rybczynska Bunt is a research fellow in Primary Care at Plymouth University, and is working on the process evaluation with Cath Quinn for ‘Engager’, an intervention which seeks to support prison leavers with common mental health problems from their transition from prison into the community.

Sebastian Stevens

Optimising patient and public involvement (PPI): identifying its essential and desirable principles using a systematic review and modified Delphi methodology

Abstract:
Background: There is international interest in the active involvement of patients and the public. However, consensus on how best to optimise its application is currently unavailable.

Objective: To identify and assess the underlying principles of patient and public involvement (PPI) in health and social care services, research, education, and regulation across medicine, dentistry and nursing.
Design: A four-phase methodology: (i) an extensive systematic review of published and grey literature; (ii) inductive thematic analysis of review findings; (iii) development of best practice principles; and (iv) consensus testing of identified principles using an innovative modified Delphi methodology.

Setting and participants: 12 systematic reviews and 88 grey literature publications were reviewed leading to the unique identification of 13 principles later assessed by 18 PPI experts.

Results: Essential consensus (>75% agreement) was obtained for nine principles reviewed. Working in equal partnership and sharing information achieved the highest consensus rates: 16/17 essential 94.1%; 17/17 desirable 5.8%. The four remaining principles that failed to reach essential consensus were categorised as desirable by expert respondents. No principles were considered irrelevant. No alternatives were suggested.

Discussion: Expert respondents suggest essential principles must be achieved to optimise PPI best practice. To advance PPI practice, desirable principles should also be aspired to wherever possible.

Conclusions: This study’s innovative approach advances existing knowledge by providing previously unavailable consensus about PPI best practice. Findings hold important theoretical and practical implications for those looking to work together across health and social care services.

Biography:
Sebastian Stevens is a NIHR funded PhD Candidate in Medical Education at CAMERA (PUPSMD). His current research explores the impact of social relationships on the rater nomination choices made by General Practitioners within multi source feedback assessments for medical revalidation. Sebastian also teaches on number of undergraduate and postgraduate programmes as an Associate Lecturer within the School of Law, Government and Criminology and the Peninsula School of Medicine at Plymouth University.

Louise Wilkinson

The nutritional care of people living with dementia at home: a scoping review

Abstract:
People with dementia are a vulnerable group prone to malnutrition who often wish to remain living at home with family support. Nutritional status can decline during dementia, reducing the quality of life for the person with dementia and their family. However, it is not clear how best to support people living at home to maintain good nutrition. We conducted a scoping review to find out what research existed to help solve this problem.

The Arksey and O'Malley (2005) scoping review framework enabled a broad search of the literature whilst maintaining a systematic approach. Stakeholders were involved in the development of the final three main categories that represented the content of 61 included articles. This emergent
methodology allowed the integration of current literature, researcher and stakeholder views to ascertain what is currently known regarding the nutritional care of people living at home with dementia.

We now need to develop and test ways to support people with dementia and their carers to maintain good nutrition while living at home. It will be important to find ways to deliver the right information and treatments, and understand the roles of both domiciliary carers and clinicians in the provision of nutritional care.


**Biography:**
Louise is a dietitian and part of the PenCLAHRC PhD Research Capacity in Dementia Care programme. Louise’s project will provide new insights into what is known about meeting the nutritional needs of people living in their own homes with dementia, and the design of an intervention to improve nutritional care.