

Getting involved in research: addressing common barriers

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Session Aims:

- What is *Research*?
- What does *Research* mean to ME?
- Provide a starting point...
 - Discuss current/anticipated views on participation
 - Identify potential barriers...
 - ...and how to overcome them
 - Begin to build a support network

Research



*“...the attempt to derive generalisable **new knowledge** by addressing clearly defined **questions** with systematic and **rigorous methods**”¹*

Why is research important to **ME?**

(**Activity 1: 5 minutes**)

¹ Department of Health. *Research Governance Framework for Health and Social Care* 2nd ed. 2005. Available at: www.dh.gov.uk

Why is research important to **ME**?

At work I am passionate about...

Hand hygiene

In my area at work, research focuses on...

Patient Safety - Falls, Pressure Ulcers...

In my area at work, I think research *should* focus on...

*Patient Safety - include Infection
Prevention!*

The last time I was involved in research was...

Now.... 😊

Barriers to Research

What holds **ME** back from research?

(Activity 2: 15-20 minutes)

- A. In small groups, discuss what you feel has prevented you from getting involved in research so far, or what you anticipate may prevent you going forwards....

Write each of your “barriers” on the post-it-notes provided....

(10 minutes)

Barriers to Research

What holds **ME** back from research?

B. Roxburgh (2006) found key themes perceived by nurses as barriers to research

1. Support Required <i>(e.g. time, management investment)</i>	2. Attitudes <i>(e.g. boring, not “real” work)</i>
3. Knowledge of Research Practice <i>(e.g. language barriers, more than audit?)</i>	4. What is Research Activity? <i>(e.g. reading literature, conferences, study days)</i>
5. Skills and Education <i>(e.g. critical thinking/reading, STATISTICS....!!!!)</i>	

Can you fit your barriers into these themes? Or are they different?
Number your post-it-notes according to which barrier they fit with.
(10 minutes)

Barriers to Research

How can I overcome these barriers?

(Activity 3: 15-20 minutes)

- A. In small groups, discuss how you think the five barriers on the framework could be overcome....what resources, strategies, support would you need?

Note down your ideas on the post-it-notes provided. Add numbers relating to each barrier (if appropriate)

(10 minutes)

Barriers to Research

How can I overcome these barriers?

1. Support Required

Protected "research time"?

Peer support/Team approach to research?

RCN resources (via RCN website)

Universities

2. Attitudes

Involve colleagues – challenge prejudice and build confidence = research is uniting!

Rewards – how is research recognised (PDR?)

3. Knowledge of Research Practice

Clinical language was once alien....!

BUT:

YOUR research should be relevant, applicable, easy to understand and QUICK to read – everyone is busy!

4. What is Research Activity?

Study days/Conferences – what do you want to get from them?

Have an objective.

Ideal sources of support/network building

5. Skills and Education

Critical skill: Effective literature searching (internet access vital)

Critical skill: Don't believe everything you read!

Education = more confidence. Take opportunities (e.g. study days)

Do not be afraid of statistics.....

Summary

Where do I go from here?

Take home messages:

- Remember what you want to research...
- Identify sources of support, build your network
- Have a positive attitude, share this with others
- Be confident you *will* learn, seek opportunities to expand knowledge, skills and contacts
- Follow up at least one contact from today...who will that be?