



NUI Galway
OÉ Gaillimh



HPRC
Health Promotion Research Centre



Health Promotion Research Centre, Research Activities 2017



NUI Galway
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Health Promotion Research Centre

Research Activities

January to December 2017



NUI Galway
OÉ Gaillimh

Health Promotion Research Centre
National University of Ireland Galway
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Welcome



2017 has been another innovative and productive year for the Health Promotion Research Centre (HPRC) at NUI Galway. The continued focus on key topics of national and international interest, such as workplace health, childhood health and well-being, mental health, health literacy and nutrition has meant that the work of the HPRC continues to be both relevant and responsive to the needs of populations, service providers and to academic scholarship. The 21st annual Health Promotion Conference held in June, chaired by Dr Margaret Hodgins, showcased the Centres work on 'Promoting Health and Wellbeing in the Workplace' and was hugely successful with the highest number of attendees of any conference to date.

The range of topics presented in this report and the evident attraction of the Discipline to increasing numbers of overseas students and scholars attests to the skills and capacity within HPRC. This is demonstrated in the ongoing collaboration with the World Health Organization (WHO) with the HPRC re-designated as a WHO Collaborating Centre for Health Promotion Research under the leadership of Professor Margaret Barry for a further four years. This places us at the forefront of international health promotion scholarship contributing to the WHO global and European work programmes. Our position as leaders in the field is also evident in the consistently strong outputs in terms of critical reports, publications in high quality journals and success in national and international grant acquisitions.

This is my final report as Director of the HPRC, as at the end of 2017 I handed over the leadership of the Centre to Dr Colette Kelly. I wish her every success in her new role and look forward to seeing the Centre grow in strength under her direction. I have enjoyed my term as Director working with a dedicated and innovative team that secured recognition for the Centres outputs in the independent Institutional Review of Research Performance (IRRP) in 2016 as '*internationally excellent in terms of originality, significance and rigour making a significant contribution to the field*'. This achievement reflects the active participation and contribution of all HPRC members to whom I am indebted.

Finally, a personal thank you to Dr Vivienne Batt, Administrative Director of the HPRC, whose support and encouragement in welcoming new people, strong management skills and unwavering provision of dependable administrative support to projects, including complex multinational studies with humour and wisdom has been essential to our success.




Dr Jane Sixsmith

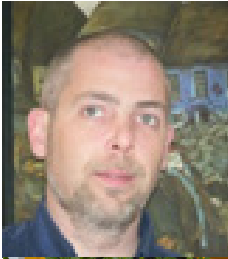



Director, 2017
Health Promotion Research Centre









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WHO Collaborating Centre for Health Promotion Research



The World Health Organization (WHO) has redesignated the Health Promotion Research Centre (HPRC) at NUI Galway as a WHO Collaborating Centre for Health Promotion Research for a further four year period up to 2021 (original designation was received in 2009). Researchers at the HPRC support the work programme of WHO Headquarters in Geneva and the WHO Regional Office for Europe, providing technical support and research to advance health promotion policy and practice at regional and international levels.

“We are delighted to continue this important collaboration with WHO Geneva and WHO Europe and greatly value working with WHO partners in advancing strategic Health Promotion policies and actions for promoting population health and wellbeing”, says Professor Margaret Barry, Head of the WHO Collaborating Centre at NUI Galway.

Our Aim

The aim of the WHO Collaborating Centre for Health Promotion Research at NUI Galway is:

To support the WHO work programme in developing health promotion capacity through the translation of health promotion research into policy and practice.

The Terms of Reference:

1. To support WHO in implementing the Shanghai Declaration (WHO, 2016) through providing technical support on evidence-informed health promotion actions to achieve the Sustainable Development Goals (SDGs) (UN, 2015). This will constitute the following activities:
 - developing intersectoral action for promoting population mental health and wellbeing (with reference to SDG3.4).
 - progressing action on effective ways of developing health literate organizations.
 - contributing to advancing the Sustainable Development Goals (with particular reference to SDG 11) through developing knowledge resources for effective action in partnership with Healthy Cities and Communities.
2. To support the WHO Europe Regional Office implementation of ‘Investing in Children: Child and Adolescent Health Strategy 2015-2020’.

Core Focus of Our Work:

A key focus for the next four years is developing translational research papers and resources on population mental health and wellbeing, and developing best practice in promoting health literacy, healthier cities and communities. The WHO Collaborating Centre will also advance health promotion action in implementing the WHO Europe Child and Adolescent Health Strategy and the UN Sustainable Development Goals.

Research Project Descriptions

The range of research undertaken by the Centre during 2017 is described in the following project descriptions.



Health Behaviour in School-aged Children

Principal Investigators: Professor Saoirse Nic Gabhainn and Dr Colette Kelly, with Dr Michal Molcho, Children's Studies

Researchers: Dr András Költő, Dr Eimear Keane, Ms Aoife Gavin, Ms Mary Callaghan, Ms Lorraine Burke and Ms Lorraine Walker

Funder: Department of Health

Health Behaviour in School-aged Children (HBSC) is a cross-national research study conducted in collaboration with the WHO Regional Office for Europe. The HBSC study runs on an academic four-year cycle (www.hbsc.org). HBSC collects information on the key indicators of health, health attitudes and health behaviours, as well as the context of health for young people. The HBSC study is school-based with data collected through self-completion questionnaires administered by teachers in classrooms. The survey instrument is a standard questionnaire developed by the international research network, which is supplemented by questions on issues deemed to be of national importance for practice and policy development.

During 2017 we continued our focus on dissemination of findings, and started preparations for the 2018 round of data collection. In spring we launched our trends report, examining health behaviours, outcomes and contextual factors between 1998 and 2014 (Keane *et al.*, 2017). Journal articles and conference presentations followed, along with newspaper articles, broadcast and social media. We continued work on the Short Report series, providing specific requested analyses to bodies such as the Regional Drugs Task Forces, the Health Research Board and the All-Island Research Observatory. At an international level UNICEF used our data in their report on children and sustainable development and violence in the lives of children, while the WHO reported on trends and inequalities in adolescent obesity and related behaviours, which included data from HBSC Ireland. Data were also included in the OECD/EU report on the state of health in the EU cycle.

In December we were delighted to be awarded an inaugural NUI Galway President's Award for Societal Impact – a tribute to the contribution of all the students and researchers that have worked with us over the years.

Keane, E., Gavin, A., Perry, C., Molcho, M., Kelly, C. and Nic Gabhainn, S. (2017). *Trends in Health Behaviours, Health Outcomes and Contextual Factors between 1998-2014: findings from the Irish Health Behaviour in School-aged Children Study*. Dublin: Department of Health.



More information on HBSC Ireland and access to all our reports and papers can be found at: www.nuigalway.ie/hbsc.

Parents' Experiences of Weaning on the Island of Ireland



Principal Investigator: Dr Colette Kelly

Collaborators: Professor Jayne Woodside (Queen's University Belfast), Professor Patricia Kearney (UCC), Dr Janas Harrington (UCC), Professor Molly Byrne (NUI Galway), Dr Caroline Heary (NUI Galway), Professor Catherine Hayes (TCD) and Dr Seamus Morrissey (Galway City Partnership)

Researchers: Ms Louise Tully, Ms Margaret Malcolm (NUI Galway), Dr Virginia Allen-Walker and Ms Eleni Spyreli (Queen's University Belfast)

Funder: SafeFood, the Food Safety Promotion Board

Weaning is an important time in a child's development and both the timing and types of foods offered to infants can have significant health implications. Good weaning practices ensure appropriate nutrition for infants and contribute to a varied diet. Weaning can also be an emotive and challenging time for parents/care-givers, because there are various sources of information available, and advice is often conflicting.

Guidelines for parents on the island of Ireland advise to wean between 4 and 6 months of age. However, the practice of early weaning and inappropriate food choice for infants is of concern in Ireland. The deleterious short- and long-term health implications of early weaning are well documented, including increased weight gain, risk of allergy, eczema and enteritis. Conversely weaning infants later than recommended may negatively affect feeding behaviour and lead to nutrient deficiencies and failure to thrive. While timing is a key issue, the type, variety and sensory properties of foods provided to children are also important, as are the strategies that parents rely upon to promote food intake.

Key determinants of early weaning include lower socio-economic status, lower maternal education, younger maternal age, absent/short duration of breastfeeding, maternal smoking and lack of advice/information from health professionals. Early introduction of complementary foods is also a potential determinant of the early introduction of cows' milk, suggesting the co-occurrence of risky feeding behaviours. Health professionals have a role in the provision of evidence-based, best-practice advice on weaning, yet data from both the UK and Republic of Ireland indicates varying levels of knowledge and consistency among health professionals of weaning recommendations and advice practices.

The project's aims and objectives were to:

1. investigate parents knowledge, attitudes and practices in relation to weaning
2. gain insight into the key barriers and facilitators that parents face when/if following weaning guidelines with their own child(ren)
3. investigate the key sources of information and guidance that parents are using that are viewed as both practical and helpful
4. collaborate with parents on the support mechanisms which could be provided
5. make recommendations on guidelines which offer support for parents around weaning.

A qualitative research design was used, using focus groups and vignettes, to collect data from parents. Different stakeholders, including parents were involved in the design of research tools and the research process. To address inequalities in infant feeding outcomes, this study focused on disadvantaged families.

Parents were recruited through community groups and social media. Nineteen focus groups were conducted in total; 11 of which were held in the Republic of Ireland and 8 in Northern Ireland, with 83 participants in total. The data were transcribed and analysed using thematic analysis. Draft findings and recommendations were discussed with parents. A final report will be launched in early 2018. Preliminary findings have been presented at a number of events and conferences:

- Kelly, C., Tully, L., Kearney, PM., McKinley, MC., Dean, M., Spyreli, E. & Woodside, JV. (2017). Complementary feeding among disadvantaged parents on the island of Ireland: Emerging influences on practices. Oral presentation at the *British Feeding and Drinking Group Annual Meeting 2017*. Reading, 7.4.17.
- Tully, L., Kearney, PM., Woodside, JV., McKinley, MC., Dean, M., Spyreli, E., Allen-Walker, V. & Kelly, C. (2017). Weaning to solid infant foods among disadvantaged parents on the island of Ireland: Emerging influences on practices. Poster presentation at the *Association for the Study of Obesity in Ireland (ASOI) Annual Conference 2017: Preventing and Treating Childhood Obesity*. Dublin, 4-5.5.17.
- Tully, L., Kearney, PM., Woodside, JV., McKinley, MC., Dean, M., Spyreli, E., Allen-Walker, V. & Kelly, C. (2017). Complementary feeding among parents from disadvantaged backgrounds: Design and recruitment. Oral presentation at the *Maternal and Infant Nutrition and Nurture Conference 2017: Nutrition and Nurture in Infancy and Childhood: Bio-Cultural Perspectives*. Cumbria, 6-8.6.17.
- Tully, L., Kearney, PM., Woodside, JV., Allen-Walker, V., McKinley, MC., Dean, M., Spyreli, E., Allen-Walker, V. & Kelly, C. (2017). Weaning among disadvantaged parents on the island of Ireland: The influence of returning to work. Poster presentation at the *Health Promotion Annual Conference 2017: Promoting Health and Wellbeing in the Workplace*. National University of Ireland Galway. Galway, 15.6.17.
- Tully, L., Allen-Walker, V., Spyreli, E., Woodside, JV., McKinley, MC., Dean, M., & Kelly, C. (2017). Weaning infants to solid foods among disadvantaged parents on the island of Ireland: Emerging influences on practices. *Seminar; University College Cork*. Cork, 25.7.17.
- Tully, L., Kearney, PM., Woodside, JV., Allen-Walker, V., McKinley, MC., Dean, M., Spyreli, E. & Kelly, C. (2017). Weaning infants to solid foods among disadvantaged parents: An all-Ireland study. Oral presentation for *Galway and Roscommon HSE Nutrition and Dietetic Service CPD day*. Roscommon, 9.9.17.



What's on Your Child's Plate?



Food portion sizes and the proportion of different food groups eaten by children on the island of Ireland.

Principal Investigator: Dr Janas Harrington (UCC)

Collaborators: Dr Colette Kelly (NUI Galway), Professor Jayne Woodside (QUB),
Dr Michelle McKinley (QUB) Professor Patricia Kearney (UCC),
Dr Karen Matvienko-Sikar (UCC), Professor Ivan Perry (UCC),
Dr Eibhlís O'Connor (UL), Mr John James Collins (UL) and
Ms Elaine Quinn (Galway Rural Development)

Funder: Safefood, the Food Safety Promotion Board

Childhood obesity is a priority public health challenge. Recent estimates show approximately 170 million children are overweight worldwide. Identification of modifiable risk factors for prevention is a crucial component of a multi-pronged public health strategy to address obesity. Modifiable feeding behaviours associated with child weight status have been identified: large portion sizes and appropriate proportions from different food groups are likely contributing factors. Portion sizes have increased in recent decades, with greatest increases seen in foods consumed both at home and outside the home, e.g. in fast food establishments.

Parents play an essential role in shaping children's eating habits and eating habits developed during childhood often track to adulthood. While evidence exists in relation to increasing portion sizes, little is known about the determinants of portion size choice, particularly in relation to parent's perceptions of child portion sizes. International evidence suggests that parents pay little attention to deciding how much of a snack to give their children; that mothers exert little concern in relation to overall child portion sizes; and mothers challenged the notion that guidelines for overall correct portion sizes could be set for children. Given that children are reliant on parents/guardians for the provision of food, evidence on the relationship between parental perception and child feeding practices in determining portion size is urgently required.

There are three elements to the research 1) a rapid review will identify determinants and parental perceptions of child food portion size; 2) secondary data analysis of contemporary food diary data from across the island of Ireland. This analysis will determine parental food serving behaviours, and estimate the proportion of each food group served at each meal/snack. 3) An in depth qualitative study using focus groups to provide an understanding of parental perceptions of child portion sizes.

The research will enhance our understanding of the needs of parents and the challenges they face in providing appropriate portion sizes.

Palliative Day Care: Bridging the Care Gap

Principal Investigators: Dr Catherine Anne Field and Dr Geraldine McDarby
 Collaborators: Galway Hospice, Sora Abdul Fatta (NUIG Student Researcher)
 Funder: Galway Hospice Foundation

Palliative care services provide individual, patient centred and holistic care acting on domains including but not restricted to medical models of care. As such, they can be difficult to evaluate. Qualitative methods are often relied upon in these cases as they provide rich data that allows exploration of a topic from individual perspectives. More recently, Discrete Choice Experiment methods have emerged from health economics as a means of evaluating the value of services while maintaining that perspective.

Aim:

The aim of this study is to evaluate a palliative care day care service from the viewpoint of both patients and healthcare providers, using their experiences and views to determine the evaluative framework.

Objectives:

- To develop an evaluative framework for a palliative care day care service using semi structured interviews to elicit experiences and preferences for care among day care patients and staff.
- To apply the evaluative framework developed above within a discrete choice experiment model to determine the qualities of the day care service valued by patients and providers.

This is a mixed methods study that will utilise a qualitative approach to define the framework for evaluating palliative day care services from both the patient and provider perspective. This framework will then be utilised in a Discrete Choice Experiment to determine the elements of the service that are valued by staff and patients.



Evaluation of the MindOut Programme in Post-Primary Schools

Principal Investigator: Professor Margaret Barry

Researchers: Ms Katherine Dowling, Ms Margaret Malcolm & Ms Jennifer Ryan

Funder: Health Service Executive

This study involves the evaluation of the recently revised MindOut social and emotional wellbeing programme for young people aged 15-18 years in disadvantaged post-primary schools in Ireland. The MindOut programme provides a structured resource for supporting the social, emotional and mental wellbeing of young people in the senior cycle years of school through strengthening their social and emotional skills and competencies for healthy development. An evaluation study was undertaken in 2016-17 with 497 young people in 32 DEIS post-primary schools nationally in order to determine the impact of the revised 12 session MindOut programme on participants' mental health and wellbeing.

The aims of the study were to:

- determine if the programme has significant effects on young peoples' social and emotional skills development, academic performance, mental health and wellbeing
- examine the process of implementation in order to determine the conditions that need to be created to achieve successful outcomes in the school setting.

A cluster randomised control trial (RCT) design was employed to determine the programme outcomes with assessments before (T1) and immediately after implementation (T2). Baseline measures were taken approximately one to two weeks before programme implementation within each school and post-intervention measures were collected immediately following programme implementation.

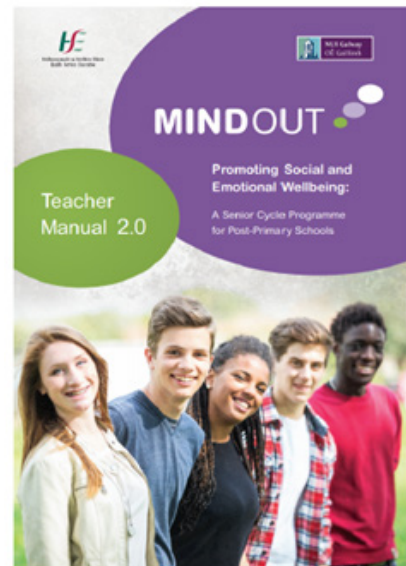
The evaluation results indicate that the MindOut programme has a positive impact on students' social emotional skills with significant improvements in students' emotional intelligence ($p=.048$), 'attention to feelings' ($p=.021$) and 'suppression of emotions' ($p=.017$). Improvements in positive coping skills were also found with increases in 'social support coping' ($p=.035$) and decreases in 'avoidance coping' ($p=.001$). There were significant positive effects on intervention students' mental health including reduced levels of reported stress ($p=0.018$) and depression ($p=.036$) in comparison to the control group. Overall, the quality of implementation was high with 82% of schools reporting completion of the entire programme. Based on ratings by teachers, students and classroom observations by researchers, the majority of teachers implemented the programme to a high level of fidelity. Analysis, based on the indicators of implementation quality, showed that students in the high-implementation schools benefitted more from the programme in terms of improved emotional intelligence, coping skills and levels of reported stress. These effects were not found for students in the low-implementation schools when compared to the control groups. The study findings support the

positive impact of the programme and the importance of quality implementation for positive outcomes to be achieved. A more detailed analysis of the findings are underway, together with an evaluation of the longer-term impacts of the programme at 12 months follow-up.

Dissemination:

Dowling, K. & Barry, M.M. (2017). *An Evaluation of the MindOut (2) Programme in Disadvantaged Post-Primary Schools: A Report on Preliminary Findings*. Produced by the Health Promotion Research Centre, National University of Ireland Galway.

Dowling, K., Ryan, J., Clarke, A.M., Sheridan, A. & Barry, M.M. (2017). *MindOut Teacher Manual 2.0 – Promoting Social and Emotional Wellbeing: A senior cycle programme for post-primary schools (2nd Edition)*. Health Promotion Research Centre, National University of Ireland Galway and the Health Service Executive, Ireland.



Dowling, K. & Barry, M.M (2017). Evaluating the Effectiveness of the MindOut Social and Emotional Wellbeing Programme in Disadvantaged Post- Primary Schools. Tabletop presentation at the *4th International Conference on Youth Mental Health, IAYMH*, Dublin, Ireland, 25 September, 2017.

Dowling, K. & Barry, M.M (2017). Evaluating the Implementation of the MindOut Social and Emotional Wellbeing Programme in Disadvantaged Post- Primary Schools. Poster presentation at the *4th International Conference on Youth Mental Health, IAYMH*, Dublin, Ireland, 25 September, 2017.

Dowling, K., Clarke, A.M. & Barry, M.M. (2016). *The Re-development of the MindOut Programme: Promoting Social and Emotional Wellbeing in Post-Primary Schools*. A report produced by the Health Promotion Research Centre, National University of Ireland Galway.

Dowling, K., Clarke, A.M., Sheridan, A. & Barry, M.M. (2016). The Re-development of the MindOut Programme: Promoting Mental Wellbeing in Post-Primary Schools. Oral presentation at the *20th Health Promotion Research Conference: Knowledge to Action: Using Research Evidence in Health Promotion Policy and Practice*, NUI Galway, 15 June, 2016.

Dowling, K., Clarke, A.M., Sheridan, A. & Barry, M.M. (2016). The Re-development and Evaluation of a Mental Wellbeing Programme for Post Primary Schools. Oral Presentation at the *ACAMH Youth Mental Health Special Interest Group Research Conference*. Cork, Ireland, 07 October, 2016.

A Feasibility Study on the Implementation of MindOut in Youth Settings

Principal Investigator: Professor Margaret Barry

Researchers: Ms Kerry Ward, Ms Katherine Dowling and Ms Jennifer Ryan

Funder: National Youth Council of Ireland and the Health Service Executive

Following the updating of the MindOut programme for post-primary school students in 2015, the re-development of the MindOut programme for youth settings was commissioned by the National Youth Council of Ireland (NYCI) with support from the HSE. Working in collaboration with the NYCI and the HSE Health Promotion Service, the programme materials were updated based on a consultation with youth workers and young people and a review of the international evidence on out-of-school social and emotional wellbeing programmes. Youth workers and young people from across the youth work setting were consulted on the desired content of the updated programme, including main topics to be covered, teaching strategies, timing and language. Analysis of findings from the staff and youth consultations informed the re-drafting of the programme, which was also reviewed by a project Working Group.

The revised MindOut programme is a skills-based social and emotional wellbeing resource for 15-18 year olds, designed to be delivered in a modular format within Youthreach and youth work settings. MindOut is based on five core competencies defined by the Collaborative for Academic, Social and Emotional Learning (CASEL) in the USA as essential components for social and emotional learning. These include; i) Self-awareness; ii) Self-management; iii) Social Awareness; iv) Relationship Management and v) Responsible Decision-Making (CASEL, 2015).

These competencies complement the seven potent mechanisms identified for delivering improvements in targeted youth programmes (Department of Children and Youth Affairs, 2014). The revised MindOut programme incorporates the core competencies for social and emotional learning across 16 evidence-based sessions. It is not intended that all sessions be delivered as a whole programme. Instead, it is possible to 'mix and match' sessions to produce a programme that best meets the needs of the group. This flexibility ensures that MindOut is a useful resource for young people across a wide range of settings. Youth worker training is a pre-requisite for delivering the programme and youth workers/tutors are provided with a structured programme manual to aid in module selection and programme delivery.

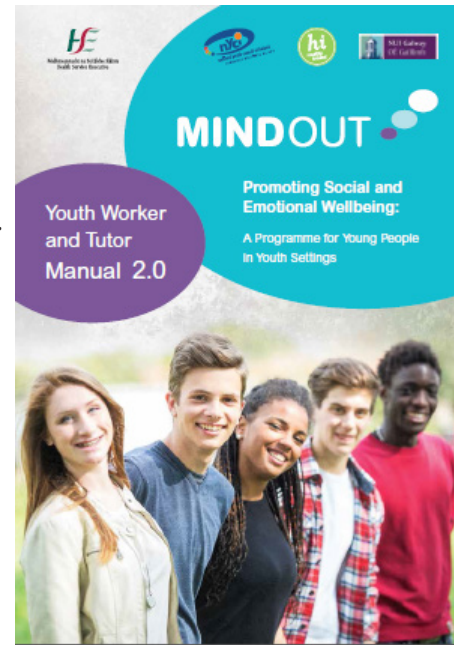
A feasibility study was undertaken in 2017 to examine the implementation of the revised MindOut programme, and its modular delivery, within youth sector settings in Ireland. The study was undertaken with 14 selected youth centres nationally and 110 young people participated. The findings indicate that the MindOut modular delivery format was well received by youth centre staff and the young people engaged positively with the revised programme and learned a number of key social and emotional skills. Overall, the feasibility

study provided very valuable information on the usability of MindOut in the youth sector setting and the findings have been used in guiding changes made to the programme. Building on this initial study, further research is underway to determine the impact of the modular programme on young peoples' social and emotional wellbeing and mental health.

Dissemination:

Dowling, K., Ryan, J., Ward, K., Sheridan, A. & Barry, M.M. (2017). *MindOut Youth Worker and Tutor Manual 2.0 – Promoting Social and Emotional Wellbeing: A programme for young people in youth settings (2nd Edition)*. Health Promotion Research Centre, National University of Ireland Galway, the Health Service Executive & the National Youth Council of Ireland.

Ward, K., Ryan, J. & Barry, M.M. (2017). *A Feasibility Study Report on the Implementation of the Revised Mind Out programme in the Youth Sector in Ireland*. Produced by the Health Promotion Research Centre, National University of Ireland Galway.



Irish Workplace Behaviour Survey

Principal Investigators: Dr Margaret Hodgins, Dr Vicky Hogan, Dr Lisa Pursell (NUI Galway) and Dr Patricia Mannix-McNamara (University of Limerick); Ms Patricia Murray, Health and Safety Authority and Professor Duncan Lewis (University of Plymouth)

Funder: Institution of Occupational Safety and Health, UK (IOSH)

Workplace bullying has been extensively researched over the last 20 years, highlighting its negative impact on health. It is a pervasive problem, directly affecting a significant proportion of the working population in terms of physical and mental health, potentially having a negative impact on organisational productivity, efficiency and the economy.

Previously, a national survey on workplace bullying was conducted in Ireland in 2007. This survey employed a self-labelling method, which has since been identified as yielding the lowest prevalence estimates. Self-labelling requires the respondent to self identify as a victim, which, may be defended against, confounding the estimation of prevalence with personality factors.

This study re-visited the question of bullying prevalence in an Irish population, using behavioural checklist methodology, which is increasingly recommended for a more accurate estimate of ill-treatment in the workplace. The study replicated the British Workplace Behaviour Survey conducted in 2008 (BWBS) measuring a wide range of negative workplace behaviours, including unreasonable management, incivility and physical violence. The study also sought to measure self reported direct experience, witnessing and perpetration. The study employed a mixed methods design to include both qualitative and quantitative components; an interviewer administered survey and a series of case studies. The research team also ran three practitioner workshops to discuss concerns and explore the implications of study findings.

The target population for the survey was adults (aged 18 and over) in Ireland who were either working as employees at the time of interview, or who had been in employment in the previous two years. Multi-stage sampling achieved a final representative sample of 1,764 interviews.

There is much international debate on how to measure workplace bullying. One indicator is direct experience of 'at least two items weekly' on a checklist such as was used in this study. This gives an estimate of bullying in the workplace, from this study, of 9%.

Witnessing negative behaviours was higher for all categories of ill treatment, consistent with other studies in the literature. Specific prevalence indicators by sector and gender are also broadly consistent with previous Irish studies and with the international literature; higher levels of the experience of all aspects of ill treatment were associated with ethnicity, being in the health and social services sector and with indicators of a poor working environment (for example, higher demand, lower control, intensity, people not feeling treated as individuals, having to compromise principles). A similar pattern emerged for witnessing negative behaviours. There were no associations between self reported ill treatment and disability or gender, with the exception of the most severe level of ill treatment (at least two items daily), which was significantly more likely to be reported by women.

In the case studies, three sites were purposefully selected to include the voluntary and public sector and health and social services, where levels of ill treatment are typically higher. The case studies involved semi-structured interviews with key personnel (HR, Managers, Trade Unions) and employees. A total of 29 interviews were conducted across the three sites, each an organisation with more than 500 employees. Interview topics included narratives about negative behaviours, perceived reasons for it, appropriateness and effectiveness of organisational policies and practices. Arising from the analysis of the interview data five overarching themes emerged; the importance of robust policy, the importance of culture, the importance of the role of the manager, the importance of context and the importance of power.

The main findings of the survey included:

Aspect of ill treatment	Description	Experienced	Witnessed	Perpetrated
Unreasonable management	Report of at least one of the 8 items within this factor	36.6%	42.01%	14%
Incivility or disrespect	Report of at least one of the 11 items within this factor	31.2%	38.1%	9.47%
Physical violence or injury	Report of at least one of the 2 items within this factor	2.55%	5.04%	0.62%
At least one item	Report of at least one of all 21 items	43.06%	47.96%	17.07%
At least 2 items weekly		8.96%	-	-
At least 2 items daily	Reported at least 2 items weekly	1.98%	-	-

In terms of meaningful solutions, the findings of the study point to the need for specific attention to line or middle managers, who are expected to play a key role in dealing with ill treatment issues that arise, and the importance of a culture that supports them. Conflicts between staff can never be fully eliminated, but perhaps the complexity of these and the need for nuanced, context specific training, has not been sufficiently emphasised in previous studies. In particular, the complexity of human behaviour in the context of a hierarchical organisation, where people are dependent on their employers for work, and fear reprisal if they allege ill treatment, needs to be recognised.

Current policies, that require ‘damage to be done’, even in organisations where workers are not averse to engaging with the policy, are not fully fit for purpose. Organisations must look to the promotion of respectful behaviour, and for this procedure and practices need to be respectful. The platform on which policy should be built is the prevention of ill treatment, starting with the promotion of respectful practices at the highest level. Respectful behaviour can be modelled by senior management and reflected in organisational practices. Addressing the problem in this multi-level manner, offers the most hope for genuine reduction in levels of ill treatment.

Accreditation Model for Workplace Health Promotion: A Scoping Study

Principal Investigator: Dr Margaret Hodgins
Researcher: Ms Leonie Sherlock
Funder: Department of Health

Developing and implementing a Healthy Workplaces Framework is a key element of both the Department of Health Strategy 2016-2019, and the Healthy Ireland agenda. As part of the strategic objective to 'support people to lead healthy and independent lives', the framework addresses the protection of workers from occupational illnesses and injuries and the promotion of their health and well-being in the daily conduct of their work. There is a strong ethical and economic case for addressing health and illness in the workplace setting. With almost 2 million people in employment in Ireland 2015, the majority of whom have dependent family members, promoting the health, safety and well-being of workers is important for wider society, as well as for employer organisations and for individuals. Having good, positive work creates good, positive physical and mental health for workers, families and members of the wider community.

Employers, in order to protect their employees from injury and illness are expected to ensure strict adherence to health and safety legislation and to put in place preventative controls and risk assessment protocols. In Ireland we have seen a drop from 30 injuries per 1,000 workers in 2001 to 19 per 1,000 workers in 2012¹ consistent with a global downward trend in fatal and non-fatal injuries,² while illness rates have increased from 20 per 1,000 in 2001 to 29 per 1,000 workers in 2013, leveling off again in 2015 to 21 per 1,000 workers. Most working days lost are due to illness rather than injury and most of these are due to musculoskeletal disorders, and stress, depression and anxiety.³ Illness therefore offers a particular challenge to workplaces and requires employers to go beyond the statutory imperative of putting in place specific risk assessments and protections, and to consider ways of integrating wellness into workplace policies. This will also require working in a collaborative way with employees to create a working environment that promotes health for all, and addressing the impact of the workplaces' practices in the wider community.

Health promotion advocates comprehensive multi-level interventions, which include structural or policy level actions, work unit or group actions and actions that support individual behaviour change. Wellness charters and accreditation awards or schemes are good examples of multi-level interventions, as they permit organisations address both specific and organisational issues, and facilitate collaboration, integration of health-related functions within an organisation and management buy-in for the support and promotion of health and well-being. These schemes operate by facilitating a structured self-assessment on the part of the organisation of their work environment. They are usually process-based, framed around an independent set of standards and can be arranged to accommodate several levels of award (e.g. bronze, silver, gold) thereby allowing organisations to set targets, develop both a framework for activity implementation and evaluation and to be recognized for their successes in promoting health and well-being. This in turn can improve marketability, impact positively on turnover and retention and enable organisations to attract a highly skilled and talented workforce based on improved working conditions.⁴

A small number of charters or award-based initiatives have already been developed in the Irish context, although most are specific to particular behaviours or issues (for example: Healthy Eating, Alcohol Use and Substance Misuse)⁵. This project, commissioned by the Department of Health in collaboration with the Department of Business, Enterprise and Innovation aimed to scope a national accreditation model for Ireland, which will embrace both physical and mental health goals and addresses common risk factors at the level of the system, or the organisation.

Specifically the project, commencing in November 2017, aims to:

- describe statutory models of accreditation for healthy workplaces in Ireland, UK, and selected (e.g. English speaking) countries
- review the literature pertaining to the implementation and the efficacy of models of accreditation in workplaces
- critically analyse these models in the Irish setting and to assess their feasibility for the Irish context
- propose an accreditation model, with costs, for inclusion within the Healthy Workplaces Framework.

¹Russell, H., Maitre, B. & Watson, D. (2015). *Trends and Patterns in Occupational Health and Safety in Ireland*

²*Global estimates of Occupational accidents and fatal work-related diseases 2014*, Tampere University of Technology

³Russell, H., Maitre, B. & Watson, D. (2015). *Trends and Patterns in Occupational Health and Safety in Ireland*, Dublin: ESRI

⁴Campbell, E. & O'Donovan, F. (2016). *The application of a Workplace Wellbeing Charter (UK Model) in an Irish context*. Galway: HSE West

⁵Ibid.

Study on Bullying and Incivility in the University Setting

Principal Investigators: Dr Margaret Hodgins and Dr Patricia Mannix McNamara
(University of Limerick)

Workplace ill treatment includes incivility, defined as low-intensity, deviant behaviour with ambiguous intent to harm the target, in violation of workplace norms for mutual respect (Andersson & Pearson, 1999), and bullying, defined as ‘the systematic exhibition of aggressive behaviour at work directed towards a sub-ordinate, a co-worker or even a superior, as well the perception of being systematically exposed to such mistreatment while at work’ (Einarsen et al., 2010, p.5).

The negative health effects of workplace bullying and incivility are well established and include lowered psychological well-being, anxiety, depression and insomnia. Workplace ill treatment costs organisations through absenteeism and early exit. Around one fifth of the targets of workplace mistreatment leave the organisation, with resultant replacement and retraining cost. Drawing from a wide range of studies, over a period of 20 years, Zapf et al., (2011) estimate that between 3% and 4% of workers experience serious bullying, between 9% and 15% of workers experience occasional bullying and at least 10 – 20% experience negative social behaviour at work.

Previous studies demonstrate that the educational sector is at particularly high risk for bullying, and the few studies that have been conducted in third level institutions, with comparators for other institutions reveal worrying levels for both academic and support staff. Incivility does not appear to have been previously measured in the University setting.

This study aimed to explore workplace bullying and incivility in the University setting, looking in particular at organisational response in order to identify possible avenues for meaningful intervention. A qualitative interpretative phenomenological approach was adopted for the research in order to facilitate in-depth exploration of participants’ lived experience of bullying. Trade Unions representing higher education employees were contacted with the research description and information sheets detailing the requirements for participation and were asked to circulate it to their members. Twenty people were interviewed (9 administrative and 11 academic).

The administrative staff evidenced different experiences although all constituted ill treatment involving either bullying incivility or both. Three reported situations they described as victimization, in which they felt senior staff sought to intimidate and ultimately get rid of them. Two were bullied by staff junior to themselves. One described bullying by the institution in the form of lack of recognition and opportunity, and the final three all discussed situations, experienced and/or witnessed, that could be described as low level, but persistent abusive exercise of power. We identified four superordinate themes in the data; cynicism about the informal response, the formal response compounding the problem, the deep and wide aspect of health impact and bullying as micropolitics. Data from the academic staff is currently under analysis.

Development of a Specialist Certificate in Workplace Wellness

Principal Investigator: Dr Margaret Hodgins
 Researchers: Mr Enda Campbell, Ms Niamh Gallagher
 Funder: Department of Health and Department of Business, Enterprise and Innovation

In the context of the National Health Promotion Strategy 'Healthy Ireland', and the Workplace Wellness Initiative launched in June 2015, the Department of Health, in collaboration with the Department of Business, Enterprise and Innovation funded the development of a Specialist Certificate in Workplace Wellness. Specialist Certificates are intended for the wider workforce who are interested in developing the skills to implement health promotion initiatives in the setting in which they work, or with particular populations. Previously, the Discipline of Health Promotion has developed Specialist Certificates in Approaches to Cardiovascular Health and Diabetes Prevention, Oral Health, and Youth Health. Specialist Certificates are part time courses, usually offered at level 9 (post graduate level) in the National Framework of Qualifications. They comprise three modules, of equal weighting, delivered through blended learning, over one academic year.

This project involved consulting with stakeholders in public sector workplaces and Workplace Health Promotion, identifying appropriate channels for the delivery of a blended learning specialist module and on the basis of these findings, designing and developing specialist module materials.

The materials were developed using the software package Articulate Rise, and the content is based on the WHO Healthy Workplaces Model. The material is divided into 5 units with appropriate reading and assessment; Work and Health, The Physical Work Environment, The Psychosocial Work Environment, Personal Health Behaviours and Making the Business Case for Workplace Health Promotion. The material is interactive and strives to link both Workplace Health Promotion and Occupational Health and Safety.



Enda Campbell, NUI Galway; Minister of State Catherine Byrne TD and Minister of State Pat Breen TD; Biddy O'Neill, Department of Health at programme launch.

In September 2017 the first 35 students were recruited to the programme. After students complete the programme, an evaluation of the module material will take place.

WHO Euro Review of Adolescent Mental Health Promotion Interventions

Principal Investigator: Professor Margaret Barry

Researcher: Ms Tuuli Kuosmanen

External Collaborator: Dr Aleisha Clarke, Early Intervention Foundation, UK

Funder: WHO European Regional Office, Copenhagen

There is a science-to-practice gap in implementing evidence-based interventions for promoting adolescents' mental health, especially in low resource settings. Challenges related to their effective implementation and their transferability and sustainability across diverse socio-cultural contexts limit their reach and impact. A review was commissioned by the WHO European Regional Office to provide a synthesis of the available evidence regarding the most robust and sustainable interventions that could be feasibly implemented across the diverse contexts in the European region. The review pays particular attention to the implementation requirements of the most effective interventions, and their potential for scaling up at a country level.

The objectives of the review were to:

1. examine the effectiveness of youth (10-19 years) mental health promotion and prevention programmes, implemented in the school, community and digital settings
2. identify youth mental health promotion and prevention interventions with a robust evidence-base of effectiveness, including when implemented in everyday practice in real world settings
3. identify the relevant implementation processes in relation to who (target audience and programme implementers), what (programme components), where (setting) and how (implementation) interventions are delivered.

An electronic search of relevant databases was undertaken, including a systematic search of six academic databases (EMBASE, Scopus, PubMed, PsycInfo, ERIC, Applied Social Science Index and Abstracts), international databases of youth evidence-based mental health and wellbeing programmes and international public health databases.

Based on a systematic search of the literature, 24 interventions were identified with the most robust evidence-base for promoting adolescents' mental health across school, community and digital delivery platforms. The selected interventions are based on well-designed research studies with multiple replications across diverse countries.

The review findings support the implementation of the following evidence-based approaches:

- the universal delivery of social and emotional learning in schools, based on the CASEL framework of core competencies, delivered within school-wide supportive practices and policies
- the effective delivery of social and emotional learning interventions on a school-wide basis provides an important platform on which other universal interventions such as anxiety prevention, anti-bullying, and targeted depression prevention, could be developed in a multimodal and multi-tiered fashion
- aligning the delivery of evidence-based interventions within and across different settings such as schools, family, digital and community settings will produce greater synergy in optimising the impact of these interventions.

The findings highlight the need to invest in building the policy, practice and research capacity in the European region to ensure that the resources are in place for implementing and evaluating the best available evidence-based interventions and practices across diverse country and local contexts.

Dissemination:

Barry, M.M., Kuosmanen, T. & Clarke A.M. (2017). *Implementing Effective Interventions for Promoting Adolescents' Mental Health and Wellbeing and Preventing Mental Health and Behavioural Problems: A Review of the Evidence in the WHO European Region*. A report produced by the World Health Organization Collaborating Centre for Health Promotion Research, National University of Ireland Galway.

Barry, M.M. & Kuosmanen, T. (2017). *Implementing Effective Interventions for Promoting Adolescents' Mental Health and Preventing Mental Health and Behavioural Problems: A Review of the Evidence in the European Region*. Presentation at Technical Meeting at WHO Headquarters Geneva, 15 December, 2017.

IMPACCT: Health Literacy Education

IMproving PATient Centered Communication Competences: To build professional capacity regarding health literacy in medical and nursing education

Lead Principal Investigator: Professor Andrea de Winter University Medical Centre, Groningen (UMCG), Netherlands.
Principal Investigators: Dr Jane Sixsmith and Ms Verna McKenna
Funder: Erasmus +

IMPACCT is a three year research project focused on health literacy in the health care environment lead by the University Medical Centre, Groningen (UMCG) with partners from Ireland (HPRC), the Netherlands (RUG), Belgium (EURASHE), Italy (ARS), Slovakia (UPJS) and Germany (Jacobs University). Health Literacy has been defined as “the degree to which people are able to access, understand, appraise and communicate information to engage with the demands of different health contexts in order to promote and maintain good health across the life-course” (Kwan et al., 2006). People with lower health literacy have consistently been found to experience poorer health outcomes (Berkman et al., 2011) and nearly 50% of people surveyed across eight European countries have been found to have problematic levels of health literacy (Sorenson et al., 2012). As a consequence a large proportion of people are likely to have difficulty in managing and maintaining their health. It has been found that health professionals can mitigate the negative impact of limited health literacy through effective communication with health service users contributing to increased patient engagement, participation and self-management (de Negri et al., 1997) and resulting in improved health outcomes (Sudore & Schillinger, 2009). The overall aim of IMPACCT is to improve the relevance and quality of education of medical and nursing students in Europe through the development, implementation, evaluation and dissemination of a comprehensive health literacy (HL) focused Patient-centred Communication Education Programme (HL-PCC-EP) which can be integrated into existing medical and nursing curricula. The planned programme also has the potential to be used for health professional continuing professional development initiatives.



The project will develop and implement:

- basic learning units covering: plain English, shared decision making and patient self-management
- advanced learning units covering: communication with patients with co-morbidities, medication adherence and transitioning phases in patients' journeys eg. from hospital to home.
- a health literacy focused Massive Online Open Course (MOOC) on the future learning platform.

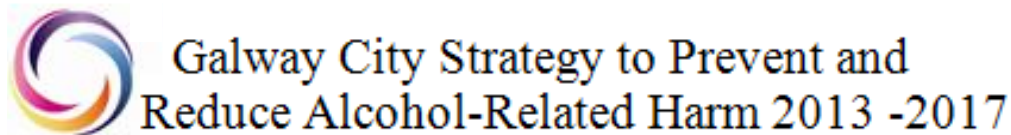
The learning units are designed as module components for ease of inclusion into current curricula but can be combined to form modules. As a European project they will be coherent with European education frameworks to facilitate transferability and have a level of adaptability to be sensitive to national and local contexts.

Evaluation of Galway City Strategy to Prevent and Reduce Alcohol Related Harm (2013-2017)

Principal Investigators: Dr Catherine Anne Field and Professor Saoirse Nic Gabhainn

Researcher: Ms Kirsty Doyle

Funder: Health Service Executive



In 2013 Galway was the first city in Ireland to develop a strategy to prevent and reduce alcohol-related harm. The strategy was developed by Galway Healthy Cities Alcohol Forum (GHCAF) in collaboration with a wide range of organisations and community groups and included a year long consultation process. The strategy takes a community action approach, informed by research on effective approaches to tackling alcohol-related harm, with four areas of action: prevention; supply, access and availability; screening, treatment and support services; and research, monitoring and evaluation.

One of the goals outlined in the Galway City Alcohol Strategy is to monitor and evaluate the progress and impact of the strategy. Towards meeting this goal, the current evaluation was commissioned and the agreed aims and objectives were:

- examine the role of stakeholders in the implementation of the alcohol strategy
- examine and appraise the structures, practices and procedures adopted and compare these with best practice examples
- determine what goals and strategic actions have been achieved
- identify the barriers and enablers to the implementation of the alcohol strategy
- make recommendations that will strengthen achievements and support the development of the strategy going forward.

The evaluation consisted of an initial desk study followed by a stakeholder study. The desk study examined existing literature for evidence on topics relevant to the evaluation and a documentary analysis of all relevant Galway Healthy Cities Alcohol Strategy documents. From these the relevant stakeholders were identified and the interview schedule and questionnaire to be employed was developed. Data were collected from 42 stakeholders and have been analysed. The preliminary report of the findings is currently under consultation with stakeholders before finalisation.

Smart Patients

Smart Patients – Holistic empowerment of citizens to become experts in their own health.

Lead Principal Investigator:	Professor Tanja Franciskovic (MEDRI, Croatia)
Principal Investigator:	Dr Martin Power
Researcher:	Ms Niamh Gallagher
Funder:	Erasmus +

Smart Patients is a two year, Erasmus + funded project and its aim is to develop online modules that will facilitate and support citizens in promoting and managing their health. The project brings together educational and training partners from a diversity of European nations. The lead partner is MERDI Faculty of Medicine, University of Rijeka, Croatia, with the other partners comprised of “Was hab ich?” a German NGO, School of Health-Polythecinic Institute of Porto, Portugal, INTEGRA Institute for Development of Human Potentials, Solvenia, WIN Science Initiative Lower Austria, Austria, QUALED Qualification and Education, Slovakia, Gunet (Greek Academic Network), Greece and the Health Promotion Research Centre, National University of Ireland Galway, Ireland.

In phase one of the project, each partner conducted a needs analysis of their national context, which included surveys with health professionals and members of the public, as well as examining examples of good practice in the provision of health information in a web-based format and the particular challenges that migrants and refugees may confront when entering a host country. Interestingly, the surveys found that in each partner country, members of the public were more positive than health professionals around both physical and mental/emotional health. Phase one of the project was concluded in the summer of 2017 and work is currently progressing well on phase two.

Phase two of the project centres on the development of three modules titled Prevent, Empower and Participate, with each module subdivided into four to five submodules. The Prevent module for instance, looks at topics such as work/life balance, nutrition, physical activity, sexual and mental health. Each module concludes with a short quiz, to help users gauge their learning and engagement with the material. The modules will be validated in early 2018 and feedback from stakeholders, including members of the public and health professionals, will be incorporated. Once validated, the modules will be translated into German, Portuguese, Greek, Croatian, Slovenian and Slovak, as well as Arabic and Pashtun. The translation into Arabic and Pashtun reflects the backdrop of the refugee crisis and the recognition that for many migrants and refugees access to health information can be limited by language barriers. The availability of the modules in an online format is similarly designed to promote access.



Principal Investigators at the Dresden Transnational Meeting

Interprofessional Learning Programme

Lead Principal Investigator: Professor Dympna Casey
(Discipline of Nursing and Midwifery)

Co-Principal Investigators: Dr Martin Power and Dr Catherine Anne Field

Now in its fourth iteration, the Interprofessional Learning Programme (IPL) is firmly embedded within teaching programmes offered by the School of Health Sciences. While previous iterations of the programme were a joint venture between the School of Health Sciences and the School of Public Health, Physiotherapy and Population Science at University College Dublin, the logistical challenges of accommodating timetabling across a variety of disciplines at two universities led to the programme being localised to the School of Health Sciences at NUI Galway this year. The programme continues to be made available through the Curatr3 platform.

This year's programme included input from a service user around their experience of healthcare delivery, through the use of pre-recorded videos. The case was a complex one that required multi-disciplinary team input and students engaged proactively and reached a decision quickly. Subsequent to this, exposure to a further video by the service user, which outlined their experience and the impact it had on them, caused many students to reconsider their initial approach and across the board the multi-disciplinary student teams revised their recommendations on how to proceed. Facilitators of the student groups were unanimous in their support for the addition of this new content, as it was clear that it encouraged students to look beyond the case and to get a greater sense of the importance of person-centred care.

In addition, earlier in the year, a simulation pilot multi-disciplinary event was run with a small number of students from the School. This was evaluated through the use of focus groups with facilitators and students. While the focus groups were extremely positive about the value of simulation, the logistical challenges and resources required to embed multi-disciplinary simulation as a feature of all courses are substantial.

In other developments, the IPL steering group was approached by the newly formed Student Healthcare Society. This society was established by students, as they recognised the added value that a multi-disciplinary student society had over the previous arrangements of course specific student societies. The Healthcare Society sought the IPL steering committee's assistance for developing a team to enter the Health Fusion Challenge. The Health Fusion Challenge is a competition within which multi-disciplinary groups of students have to develop a management plan for a given case. The competition has been run successfully by the University of Limerick, which is aiming to develop it into a national competition and the IPL steering group are happy to work with students to support their involvement.

Public Awareness of Parenting, Prevention and Family Support Services (TUSLA)

Principal Investigators: Professor Saoirse Nic Gabhainn with Professor Caroline McGregor, UNESCO Child and Family Research Centre (UCFRC), NUI Galway

Funder: Atlantic Philanthropies

The Tusla Development and Mainstreaming Programme for Prevention, Partnership and Family Support (PPFS) is a new programme of action being undertaken by Tusla, the Child and Family Agency as part of its National Service Delivery Framework. The programme seeks to transform child and family services in Ireland by embedding prevention and early intervention into the culture and operation of Tusla. As one part of a larger suite of research and evaluation studies being undertaken, led by Dr John Canavan at the UCFRC, this project seeks to assess public perceptions of the service, awareness of family supports and help-seeking behaviours. Two surveys of the general population, the first undertaken in 2015 and the second now underway, aim to assess overall patterns and changes over time in understanding, awareness and behaviour relevant to the PPFS programme.

The baseline study, reported in 2016, documented generally a low level of awareness of Tusla and the PPFS programme. There was a moderate level of understanding of what family support, early intervention and partnership services are about, and widespread misunderstanding of the distinctions between child protection, family support and prevention services. While no major differences were found between social classes, some notable and important differences are found in awareness and understanding of respondents from rural and urban backgrounds. Parents are generally more aware of services than non-parents. Women are generally more aware of services than men, and older people are more aware of services than younger people.

The follow-up population survey is currently taking place and the study team will report on findings during 2018/9.

McGregor, C., & Nic Gabhainn, S. (2016). Public awareness of parenting, prevention and family support services: Population survey baseline report 2016. Galway: UNESCO Child and Family Research Centre, National University of Ireland Galway.

Promoting Healthy Eating and Physical Activity in Local Communities (HEPCOM)

Principal Investigators: Professor Saoirse Nic Gabhainn and Dr Colette Kelly with
Dr Michal Molcho, Children's Studies, NUI Galway
Researcher: Ms Lorraine Burke
Funder: European Commission

The HEPCOM project aims to increase the quality and level of local community and school interventions all over Europe on promoting healthy eating and physical activity among children and young people. The project is a partnership of 21 partners from 16 EU countries closely collaborating with local communities and organisations working on healthy eating and obesity prevention.

The HEPCOM learning web platform was designed to include a repository for good practice tools on preventing obesity among children from former and existing European projects, recommendations and guidelines for good practice and a portal to the evidence-base and research results. The learning web platform is intended to support policy-makers, administrators and practitioners who are involved in the planning, development and implementation of healthy eating and physical activity interventions for children and young people.

Further detail on the study is available at www.hepcom.eu.

Visiting Scholars, Doctoral Students & Graduates



There is a continual exchange of academics, researchers and visitors between the HPRC and other academic institutions. Below is a listing of our 2017 visitors:

- Ms Line Anne Roien, Danish School of Education, Aarhus University, Copenhagen. Visiting Doctoral Student (October-November, 2017)
- Dr Jon Mond, Centre for Rural Health, University of Tasmania. Visiting Scholar (September, 2017)
- Louise de Lamballerie, University of Bordeaux. Internship with Professor Saoirse Nic Gabhainn (August, 2017)
- Maeve Murphy, Wellcome Trust Biomedical Vacation Scholarship with Dr Catherine-Anne Field (June - August, 2017)
- Dr Richard Egan, University of Otago, New Zealand. Visiting Scholar (June, 2017)
- Professor Miranda Thurston and Dr Hege Eikeland Tjomsland, Inland Norway University of Applied Sciences and Dr Nina Grieg Viig, Western Norway University of Applied Science. Visiting Scholars (May/June, 2017)
- Dr Seher Quaser. Internship with Dr Hodgins on the Specialist Certificate in Workplace Project (November 2016 - January, 2017).

Postgraduate Programmes in Health Promotion

We have a thriving community of Health Promotion students who are studying for MA, MPhil and PhD qualifications. Their studies include a wide range of topic areas and research methodologies as demonstrated in the PhD and MPhil short descriptions below.

PhD Scholars:

Hayam Al-Riyami: (h.al-riyami1@nuigalway.ie)

PhD. Topic: Mapping the capacity of Health Promotion interventions for non-communicable diseases in Oman

PhD. Supervisors: Dr Lisa Pursell and Professor Saoirse Nic Gabhainn



This study examines the level of: knowledge, skills, commitment, system, structure and leadership that exist for promoting interventions (including policies, organisational and community level strategies) that are integrated into the existing structures for reducing non-communicable diseases in Oman. This is in order to identify gaps to determine where further Health Promotion capacity is required. This study will use a mixed methods approach to Health Promotion capacity mapping.

Barbara Battel-Kirk: (b.battel-kirk1@nuigalway.ie)

PhD. Topic: Evaluating the uptake and impact of core competencies for Health Promotion on practice and education in Europe 2012-2017

PhD. Supervisor: Professor Margaret Barry



The aim of this study is to evaluate the uptake and impact of Core Competencies for Health Promotion in practice and education in Europe 2012 to 2017. The study will also explore how the experiences of implementing the competencies in Europe can inform their expansion to global levels.

Lorraine Burke: (l.burke2@nuigalway.ie) *NUIG Scholarship*

PhD. Topic: The contexts and circumstances of early sexual initiation among adolescents in Ireland: A mixed methods investigation

PhD. Supervisors: Dr Colette Kelly and Professor Saoirse Nic Gabhainn



This study aims to investigate the context and circumstances surrounding early first sexual intercourse. The methodology includes quantitative analysis of sexual behaviour data collected from 15-17 year olds through the 2014 Health Behaviour in School-aged Children Ireland survey. The study will also qualitatively explore the views of adolescents through a series of participative workshops discussing findings arising from the quantitative phase of the research. The study will provide an up-to-date understanding of the factors influencing Irish adolescent sexual initiation.

Mary Callaghan: (m.callaghan5@nuigalway.ie)

PhD. Topic: Exploring bullying and victimisation among post-primary school students in Ireland.

PhD. Supervisors: Dr Michal Molcho and Dr Colette Kelly



The aim of this study is to investigate the determinants of bullying among post-primary school students in Ireland. Differences between traditional bullying and cyber bullying will also be explored. This study will provide insight into factors influencing bullying and victimisation at the individual and school level in Ireland.

Saintuya Dashdondog (s.dashdondog2@nuigalway.ie) *Hardiman Scholarship*

PhD. Topic: Examining determinants of eating patterns in preschool settings in disadvantaged areas in Ireland

PhD. Supervisor: Dr Colette Kelly



Preschool years are a critical period for growth and development and healthy or unhealthy habits formed at this age may persist in later years; therefore, preschools may serve as an important setting for Health Promotion. Research shows that there is a strong relationship between low socioeconomic status and poor quality diets. The aim of this study is to identify factors that influence eating patterns among preschoolers attending childcare settings in disadvantaged areas. This project will examine staff, children, and parents' perceptions and behaviours toward healthy eating at childcare settings and develop recommendations for promoting healthy eating in preschools in disadvantaged areas.

Katherine Dowling (k.dowling3@nuigalway.ie) *IRCHSS Scholarship*

PhD. Topic: Evaluating the effectiveness of the MindOut mental wellbeing programme in post-primary schools

PhD. Supervisor: Professor Margaret Barry



This study will evaluate the recently revised MindOut programme, a social and emotional wellbeing programme for young people aged 15-18 years in post-primary schools. The evaluation seeks to determine the impact of this revised 12 session programme on young peoples' social and emotional skills, academic outcomes and their mental health and wellbeing. Employing a randomised controlled study design, the evaluation will be undertaken with approximately 34 post-primary schools across the country in order to determine if the revised programme has beneficial outcomes for young people who receive the programme in comparison to those who do not. Additionally, this study will examine the process of implementation of the programme in order to determine the key characteristics and conditions that need to be in place in order to ensure programme effectiveness.

Kathy Ann Fox (k.fox3@nuigalway.ie) *Hardiman Scholarship*

PhD. Topic: Changes in attitudes towards alcohol use and drinking behaviours in early to mid-adolescence.

PhD. Supervisors: Dr Michal Molcho and Dr Colette Kelly



This study investigates the changes in drinking behaviours, with a particular focus on adolescents' attitudes and perceived norms towards alcohol use. A prospective mixed methods study design is employed, in order to observe changes over time among 12-15-year-old adolescents, an age range where a notable increase in drinking behaviour has been identified. Applying Social Norms Theory, this study will provide insight into the complex mix of influencing factors that could explain such changes in drinking behaviours, thus informing the development of interventions aimed at reducing adolescent alcohol use in Ireland.

Aoife Gavin (a.gavin2@nuigalway.ie)

PhD. Topic: Exploring trends in health behaviours among children in Ireland: 1998-2010.

PhD. Supervisors: Dr Michal Molcho and Dr Colette Kelly



The aim of this study is to explore the trends in health behaviours among school-aged children in Ireland between 1998 and 2010 primarily utilising the Health Behaviour in School-aged Children (HBSC) study. The study will involve secondary data analysis, with methodological considerations for analysing cross-sectional trends data. A systematic review of peer-reviewed papers presenting trends data is underway to identify appropriate statistical approaches.

Helen Grealish (h.grealish1@nuigalway.ie)

PhD. Topic: Assessing the impact of research on the development of policy in child and youth affairs.

PhD. Supervisor: Professor Saoirse Nic Gabhainn



This study assesses the use of research in developing policy in the area of drug and alcohol misuse among adolescents in Ireland over a ten-year period. This research project is using a triangulation of methods. Interviews have been conducted with participants from the research institutions who produce research and with policy makers whom the researchers seek to influence. Documentary analysis will be undertaken to identify how much of the published research is referenced in policy documents and in other documents relating to the decision making process. It is also testing the conceptual model, the Research Impact Framework (Kuruvilla et al., 2006).

Claire Kerins (c.kerins2@nuigalway.ie) *HRB SPHeRE Scholarship*

PhD. Topic: Implementation of menu labelling interventions in the out-of-home food environment.

PhD. Supervisors: Dr Colette Kelly (NUI Galway), Professor Ivan Perry (UCC), Professor Catherine Hayes (TCD)



The aim of this research is to explore the contextual factors (i.e., individual- and organisational-level factors) that influence the implementation of menu labelling interventions in the out-of-home food environment. The research plan is organised into two interlinked work streams: a mixed methods systematic review of the barriers and facilitators to implementing menu labelling interventions to support healthy food choices (Work Stream 1), followed by a multiple-case study to explore the influence of contextual factors on implementation of a calorie menu labelling policy in Irish public hospitals (Work Stream 2). The proposed studies are guided by the Consolidated Framework for Implementation Research (CFIR). The CFIR incorporates constructs from existing implementation theories into a single comprehensive framework that can help guide systematic evaluation of the implementation process.

Nurul Kodriati (n.kodriati1@nuigalway.ie)

PhD topic: Gender, masculinities, and smoking behaviour among males: Settings based health promotion approach

PhD Supervisors: Dr Lisa Pursell and Elli Nur Hayati



This study explores how smoking is a gendered behaviour in many parts of the world with the least ratio of male and female smokers occurring in Europe and America, but is more prevalent among males in countries like Indonesia, China, and Korea where it is more than ten times higher than among females. Given the magnitude of the problem of male smoking in these regions, this study employed an initial scoping of literature to explore relationships between masculinities and smoking behaviours in general. Following this, quantitative analysis of data taken from UN Multi-Country Study (UNMCS) of masculinity is being undertaken to examine smoking behaviours and masculinities within Indonesia. Recommendations for future smoking interventions targeted towards men within settings based health promotion approach will be considered.

Tuuli Kuosmanen (t.kuosmanen1@nuigalway.ie)

PhD. Topic: The use of online technologies to promote the mental health and wellbeing of young people in an alternative education setting in Ireland.

PhD. Supervisor: Professor Margaret Barry



Computerised mental health promotion and prevention programmes show promise in improving youth mental health and wellbeing, however, their use with more vulnerable young people remains relatively unstudied. This mixed methods study explores the use of computerised mental health programmes at Youthreach, the National Second-Chance Education Programme for Early School Leavers. In the first phase of the study, students and staff needs in relation to the delivery of computerised programmes are explored in student workshops and staff discussions. The second phase incorporates a RCT design to examine the effectiveness and implementation of two existing programmes, SPARX and MoodGYM. The programme impact on indicators of positive and negative mental health is measured. User satisfaction and acceptability is explored in post-intervention questionnaires and discussions.

Verna McKenna (v.mckenna2@nuigalway.ie)

PhD. Topic: An investigation of the development of health literacy over time for persons attending a structured risk prevention programme.

PhD. Supervisor: Professor Margaret Barry



Health literacy is an essential component of pursuing health and well-being in modern society. Health literacy includes people's knowledge, motivation and competencies to assess, understand, appraise and apply health information to promote their health and those of family/community. It is relevant for making decisions in everyday life in terms of healthcare, disease prevention and health promotion. To date, little is currently known or understood about how it might develop over time or the processes by which people might become more health literate. The aim of this study is to investigate and describe how individuals participating in a structured cardiovascular risk prevention and health promotion programme develop and practice health literacy in the management of their health. The study employs a longitudinal qualitative study design to explore changes in health literacy practices over a 12 month period.

Teresa Meaney (teresa.meaney@nuigalway.ie)

PhD. Topic: Irish mothers experience of persisting with breastfeeding.

PhD. Supervisor: Professor Saoirse Nic Gabhainn



Despite the accepted social, emotional and health benefits associated with breastfeeding the incidence of breastfeeding in Ireland is at an alarmingly low level (56% ERSI 2012) with Ireland having one of the lowest breastfeeding rates in Europe. The aim of this study is to use a qualitative phenomenological longitudinal research approach to understand and gain insight into Irish mother's experience of breastfeeding. It is anticipated that this study will provide a meaningful understanding of mother's experience of persisting with breastfeeding. Knowledge may be generated to inform policy makers and health professionals on necessary areas for development in the promotion and support of breastfeeding.

Christina Murphy (c.murphy1@nuigalway.ie)

PhD. Topic: From paper to practice: an exploration of teacher-delivered relationships and sexuality education in Ireland.

PhD. Supervisor: Professor Saoirse Nic Gabhainn



This study explores the implementation of Relationships and Sexuality Education in-service training and how this training translates into practice in the classroom. This exploration aims to provide insight into what helps or hinders RSE implementation in a real world context. A mixed method approach was employed at both training and school-level.

Lhara Mullins (lhara.mullins@nuigalway.ie)

PhD Topic: Homecare and older people in Ireland: How much do we care?

PhD Supervisor: Dr Margaret Hodgins



Older people in Ireland represent a fast-growing cohort and largely prefer to age in place. The expanding homecare market in Ireland is currently unregulated and omits legislation to protect older people and promote minimum standards. Lack of research on homecare particularly based upon the lived experiences of older people, further compounds the issue. This research aims to ascertain the individual experiences of homecare from the older person's perspective and further gauge the systemic factors which influence the provision of homecare from those working in this sector.

Áine O'Brien (a.obrien24@nuigalway.ie)

PhD. Topic: Characteristics of injury fatalities in the West of Ireland;

Investigating Coroners' Reports.

PhD. Co-Supervisors: Dr Michal Molcho and Dr Margaret Hodgins



Trauma from injury and violence represents a major public health problem affecting individuals, families and communities. Annually, it accounts for 5 million deaths worldwide (9% of global mortality). In Ireland, it is the fourth leading cause of mortality, yet inadequate research has been published in this area. Death certificate records provide limited data on injury mortality; Coroner inquest reports provide case information collated from multiple sources (including police reports, witness statements, coronial autopsy and forensic pathologist post-mortem and toxicology examinations). Comprehensive information is available in these reports regarding the manner and mechanism of injury, the presence of alcohol and drugs, detailed descriptions of injuries and a narrative of the circumstances resulting in death. This study investigates characteristics of injury-related fatalities in the West of Ireland over a 5 year period through these data sources.

Lindsay Sullivan (l.sullivan2@nuigalway.ie)

PhD. Topic: The development, implementation & evaluation of lasting impact: A concussion education programme for youth GAA athletes & coaches.

PhD. Supervisors: Dr Michal Molcho and Dr Lisa Pursell



This study sets out to develop, implement, and evaluate a theory-based concussion education programme for adolescent GAA athletes and coaches. Using mixed methods, this study will assess the short- and long-term effects of the intervention on athletes' and coaches' concussion knowledge, attitudes, subjective norms, self-efficacy, concussion reporting intention and behaviours.

Elena Vaughan (e.vaughan3@nuigalway.ie)

PhD. Topic: Sex, stigma and silence: Sexual politics and the discursive Construction of HIV in Ireland.

PhD. Supervisors: Dr Martin Power and Dr Jane Sixsmith



The aim of this study is to investigate the discourse of HIV and the phenomenon of HIV-related stigma in Ireland. The study draws on theories of language and ideology by theorists such as Foucault and Bourdieu and will apply a Critical Discourse Analysis framework in the analysis of media and policy texts pertaining to HIV. In addition, interviews with people living with HIV will be conducted in order to evaluate their experiences of stigma and discrimination.

Jaroslava Veratova (j.velartova1@nuigalway.ie)

PhD. Topic: Defining and managing risk in adult social care disability services.

PhD. Supervisor: Dr Martin Power



This research will explore understandings that surround the manner in which risk is defined, perceived and operationalised by stakeholders. While risk assessment has become ubiquitous in social care, service users, social care staff and service provider managers often approach risks differently. As a consequence, there can be challenges to balancing competing demands of independence, autonomy, health, safety and duty of care.

MPhil Scholars:

Mary Hardiman

MPh. Topic: Inclusive Education - to examine from the teacher's perspective, their attitudes, perceptions towards inclusive education and comparison between schools.

MPh. Supervisor: Professor Saoirse Nic Gabhainn

The EPSEN Act of 2004 supports the development and implementation of inclusive practices in Irish education, but there is a paucity of research in this area. This study aims to examine teachers' attitudes towards the provision of an inclusive classroom in Ireland. This entails an overview of legislative and policy developments and an examination of current inclusive educational provision in Ireland. The study aims to document the challenges and difficulties for schools and teachers in implementing an inclusive educational classroom. The study also focuses on the skills of teachers and examines developments in training and professional development opportunities.

Almas Kazmi (a.kazmi1@nuigalway.ie)

MPh. Topic: Investigating mental health literacy among Muslim migrant adolescents in Ireland

MPh. Supervisors: Professor Margaret Barry and Dr Catherine-Anne Field



The focus of the research is to investigate the mental health literacy levels of Muslim migrant adolescents of India and Pakistan, living in Ireland, in terms of their understanding of mental health and related issues. This research will investigate mental health literacy and mental health related knowledge, attitudes and beliefs of this group of young people. This research will include structured survey questionnaires to explore the understanding of adolescents about mental health. After the exploration phase, on the basis of findings, the research will seek to promote the mental health literacy of the target population and reduce stigma through the use of modern technology.

Kerry Ward (kerry.ward@nuigalway.ie)

MPh. Topic: Supporting the mental health and wellbeing of young people.

MPh. Supervisor: Professor Margaret Barry



This study will evaluate the recently revised MindOut programme, a social and emotional wellbeing programme for young people aged 15-18 years, within Youthreach and youth work settings in Ireland. The evaluation seeks to determine the the feasibility of implementing this Programme using a new modular delivery method. This modular delivery method offers youth workers the opportunity to choose a “mix and match” of the sessions within MindOut to produce a programme that best meets the needs of each group thus providing greater flexibility of delivery across a wide range of settings.

Doctoral Student Abstracts

Congratulations to Dr Claire Carroll and Dr Ursula Kenny who graduated this year with a PhD in Health Promotion. Their thesis abstracts are presented below.

Dr Claire Carroll



Understanding early intervention services in Ireland: a conceptual evaluation

In Ireland the provision of early intervention (EI) services for children with disabilities is changing. With the policy and legislative contexts driving this change, these services need to be informed by evidence and underpinned by conceptual constructs which are grounded in praxis within the Irish context. These constructs can support the implementation and evaluation of best practice EI services in Ireland. Underpinned by an interpretivist paradigm, this study used a qualitative case study design with a Grounded Theory methodology, and developed a substantive theory which is represented by a conceptual model. Data were collected from multiple perspectives within one early intervention disability service in Ireland. In total, 31 in-depth interviews with young children with disabilities, parents and professionals were included and data were collected and interpreted in a coherent, systematic and rigorous way. The conceptual model acknowledges that synergistic interdependent relationships exist in the EI context. When considering outcomes to service delivery professionals need to consider how rewarding and enabling the service is to all involved in the relationship. Balancing interdependence within the complex relationships is crucial to support positive outcomes. Finding this balance requires an acknowledgement of the constructs within the relationship and conversations about process and outcomes for individual families. This balancing act is core to EI practice and regard must be given to the driving and restraining factors within each partnership. The goal of the partnership is one where the rewards exceed the costs. In order to meet this goal, attentive consideration needs to be given to the profile and influence of each individual within the relationship. The concept of the relationship trajectory is paramount and how the position of the individual on this trajectory influences their interaction, expectations and level of involvement needs to be considered. This study proposes considering the relationship stages as momentous in the development of early intervention relationships between partners.

Carroll, C., & Sixsmith, J. (2016). A trajectory of relationship development for early intervention practice for children with developmental disabilities. *International Journal of Therapy and Rehabilitation*, 23 :131-140.

Carroll, C. & Sixsmith, J. (2016). Exploring the facilitation of young children with disabilities in research about their early intervention service. *Child Language Teaching & Therapy*, 32 (3):313-325.

Carroll, C., Murphy, G., Sixsmith, J. (2013). The progression of early intervention disability services in Ireland. *Infants and Young Children*, 26, 17-27.

PhD. Supervisor: Dr Jane Sixsmith

Dr Ursula Kenny



Peer influences on adolescent body image in Ireland

The aim of this study was to explore peer influences on adolescent body image in Ireland, and to explore other influencing factors relative to peers. The overarching research question includes, how and to what extent do peers influence adolescent body image in Ireland? In order to answer the research question and aforementioned aim, this study employed a multi-method design. The first phase of this study adopted a qualitative approach to explore young peoples' (n = 111) perceptions regarding the modes and the nature (positive/negative) of peer influence(s) on adolescent body image, as well as the role of friendships and routes to body image improvement. Peers were found to exert their influence via a variety of direct (peer teasing, peer exclusion, peer pressure and peer conversations) and indirect (peer modelling and peer surveillance) modes, and have a predominately negative influence on body image. A thematic model was also constructed to further illustrate the peer influence process; which focuses on the negative influences that peers can exert on body image in particular. The model proposes that the peer influence process is cyclic in nature with respect to body image, with one influence having an impact on the next, in addition to the former. Results also revealed that adolescents view and describe friendships differently and more positively than peer relationships with regards to body image, and do not feel that body image can be improved amongst adolescents. The second phase of this study adopted a mixed methods approach in order to examine the factors that influence adolescent body image in Ireland. A youth participative approach, which involved focus groups with 74 adolescents, was first conducted to seek out their views on two survey items, which resulted in one being chosen for the 2013/14 Health Behaviour in School Aged Children (HBSC) survey in Ireland. The survey results from 4481 adolescents revealed that six key factors influence adolescent body image, including appearance-related evaluations, physical activity and food, clothing experiences, peers, the media and/or other people. Literature exploring evolving forms of peer influence, such as cyberbullying and associations with body image is limited. The third phase of this overall study thus adopted a quantitative approach, using a survey design, to investigate the relationship between cyberbullying and friendship dynamics on body image among adolescents in Ireland. Logistic regression analyses with 7320 cases indicated that both cyberbullying and friendship dynamics are significantly associated with adolescent body image, and further that friendship dynamics mediate the relationship between cyberbullying and adolescent body dissatisfaction. Given the findings of this study, the importance of addressing the prevention of body dissatisfaction as a health promotion issue, and the explicit role of peers is warranted. The creation of supportive peer environments represents an important avenue through which body image concerns, and thus adolescent health can be addressed. Future interventions aiming to promote positive body image among this population group need to consider the important role peers can play in their research design.

PhD. Co-Supervisors: Dr Colette Kelly and Dr Michal Molcho

Five Year Funding Summary



International and National Grant Income

2013-2017

The HPRC Annual Reports provide information on research undertaken in one year. However, many projects run for more than one year and so information on funding is reported in the context of the previous five years. In the following table, national and international grant income over the past five years is displayed, demonstrating a cumulative income of €4.42 million in the reporting period.

INTERNATIONAL FUNDING	TOTAL GRANT	TOTAL AWARDED TO HPRC	FUNDER	2013	2014	2015	2016	2017
Bridging the Digital Disconnect – Using Technology to Support Young People’s Mental Health Needs	202,667	202,667	Young and Well Cooperative Research Centre, Australia					
CompHP –Developing a competency framework for Health Promotion Practice	659,542	659,542	EU Framework for Health Programme					
Establishing a programme for dissemination of evidence based health communication activities & innovations communicable diseases	636,180	636,180	European Centre for Disease Prevention and Control (ECDC)					
HEPCOM - Local Community Initiatives to Prevent Overweight & Obesity in Children Across Europe	1,000,000	52,294	European Commission					
IMPACCT: Health Literacy Education	449,956	70,320	EU Erasmus+					
INTIMAGE - Intimacy and sexual health among older people in Europe	255,407	28,601	EU Erasmus					
Irish Workplace Behaviour Survey	148,849	148,849	IOSH UK					
IROHLA - Intervention Research on Health Literacy and the Ageing population	2928441	140,088	European Commission - 7th Framework Programme					
Rapid Review of the Evidence on the Effectiveness of Mental Health Promotion Interventions	7,200	7,200	WHO Geneva & WHO Eastern Mediterranean Regional Office					
Smart Patients	253,505	34,115	EU Erasmus+					

SPAN: Science for Prevention Academic Network	595,143	37,175	European Commission – Education and Culture (EAC)					
Syntheses of the Evidence in Health Promotion and Recommendations for Practice	90,000	11,520	IUHPE & Picardie Regional Health Agency, France					
What Works in Enhancing Social and Emotional Skills during Childhood and Adolescence?	65,196	65,196	Early Intervention Foundation, Social Mobility & ChildPoverty Commission UK					
WHO Euro Review	9,985	9,985	WHO Regional Office for Europe					
NATIONAL FUNDING	TOTAL GRANT	TOTAL AWARDED TO HPRC	FUNDER	2013	2014	2015	2016	2017
Accreditation Model for Workplace Health Promotion; A Scoping Study	19,959	19,959	Department of Health					
Adolescent Sexual Health in Ireland	112,095	112,095	Irish Research Council & Crisis Pregnancy Programme					
Cancer Survivorship - Costs, Inequalities and Post-Treatment Follow-Up	668,346	211,935	Health Research Board					
Combating childhood obesity through improving dietary and food environment measurements	10,000	10,000	NUIG Millenium Fund					
Community context for literacy	95,000	95,000	Breacadh					
Designing, evaluating and implementing a complex intervention in childhood obesity	666,437	0	HRB ICE					
Development of Materials for a Specialist Certificate in Workplace Wellness	30,960	30,960	Department of Health and Department of Jobs, Enterprise and Innovation					
Development of Schwartz Rounds for Students: promoting compassionate care through self care	1,400	1,400	NUIG Millennium Fund					
The Redevelopment of the MindOut Programme in Schools and Youth Settings (Phase 1)	52,182	52,182	Health Service Executive					

Evaluation of the Real U Intervention	17,115	17,115	Foróige Best Practice Unit					
Evaluation of the MindOut programme in Schools and Youth Settings	64,488	64,488	Health Service Executive					
Galway Alcohol Prevention Evaluation Strategy	14,540	14,540	Health Service Executive West					
Health Behaviour in School-aged Children 4, Ireland (2010-13)	670,939	670,939	Department of Health & Children					
Health Behaviour in School-aged Children 5, Ireland (2014-17)	697,341	697,341	Department of Health					
Health Literacy for Healthy Cities	15,616	15,616	Health Service Executive West					
H2020 Enterprise Ireland Co-ordinator Grant	12,500	12,500	Enterprise Ireland					
Health-related Interdisciplinary Research Network Development, Travel Support	730	730	IRC					
Inequalities in Childhood Cancer	119,290	119,290	Irish Cancer Society					
Parents' Experiences of Weaning on the Island of Ireland	121,223	79,013	Safefood					
Public Awareness of Parenting, Prevention and Family Support Services	16,506	16,506	UNESCO Child and Family Research Centre					
Scoping Review Case Management	15,376	15,376	Health Research Board					
What's on your child's plate? Food portion sizes and the proportion of different food groups eaten by children on the island of Ireland	87,079	0	Safefood					
Young People's Awareness of Alcohol Marketing	62,929	62,929	Alcohol Action Ireland					
Total 5 Year Funding	10,875,422	4,424,946						

Dissemination

The HPRC undertakes a range of dissemination activities which includes: peer reviewed publications, reports both published and unpublished as well as oral and poster presentations at national and international conferences.



Health Promotion Annual Conference: Promoting Health and Wellbeing in the Workplace



From left to right: Professor Anne Drummond, Ms Biddy O'Neill, Ms Adrienne Lynam, Professor Dame Carol Black, Professor Paul Fleming, Minister Marcella Corcoran Kennedy, Dr Paul Litchfield, Dr Margaret Hodgins

The 2017 annual Health Promotion Conference 'Promoting Health and Wellbeing in the Workplace' took place on Thursday 15th June 2017 and was a very successful event with 221 delegates. The conference focused on promoting workplace health and wellness through fostering a culture of health and addressing change at all levels in organisations.

This event was in the context of the World Health Organization 'Healthy Workplace Framework', the 'Healthy Ireland Framework' and the current development of a 'National Healthy Workplace Framework'. The conference explored ways of promoting health and wellbeing in workplaces, with particular emphasis on the application of a whole organisation approach. The event presented an international and national perspective on this topic from policy, practice and research standpoints.

The programme and the presentations from the conference speakers are available to download on the conference website at: www.nuigalway.ie/hprc.

Research Seminar Series

As part of the dissemination activities of the Health Promotion Research Centre (HPRC) we regularly hold research seminars across a broad range of topic areas. These seminars provide an opportunity for members of the HPRC to showcase their research, and for visiting scholars, academic colleagues and Health Promotion practitioners to share their work. PhD students on the Health Promotion programme also participate and have an opportunity to present their studies. The seminars are open to anyone interested to attend and the 2017 presentations included:

- Dr Clare Carroll, Speech and Language Therapy, NUI Galway
Factors Affecting the Synergistic Interdependent Relationships in Early Intervention
- Dr Margaret Hodgins, Health Promotion Research Centre, NUI Galway
Preliminary findings from the Irish workplace behaviour study
- Dr Jon Mond, Centre for Rural Health, University of Tasmania
Reducing the individual and community health burden of body dissatisfaction and eating-disordered behaviour: Is there a place for health promotion?
- Dr András Költő, Health Promotion Research Centre, NUI Galway
An Ocean in a Drop: Hypnosis in Research, Psychotherapy, Medicine and Health Promotion
- Ms Line Anne Roien, Danish School of Education, Aarhus University, Copenhagen
Sexuality, Subjectivity and Society - The Role of School Based Sexuality Education in Denmark.

Knowledge Network

The Knowledge Network for Health Promotion was created in 2008 by the HPRC in partnership with the Health Promotion Unit, HSE West to develop links between the organisations and to share our knowledge and expertise. Over the past 10 years we have disseminated research findings, annual reports, reading materials and included each other in research events, launches, seminars and conferences.

The Network has recently grown and now includes representatives from the National Youth Council of Ireland (NYCI) and Croí. Members meet on a quarterly basis to exchange information, explore research funding opportunities and future partnerships.

2017 membership included, Jane Sixsmith, Verna McKenna, Viv Batt, NUI Galway; Evelyn Fanning, Fiona Falvey, Laura McHugh, Fiona Donovan, Ross Cullen, Health Service Executive; Ailish O'Neill, National Youth Council of Ireland and Irene Gibson, Croí.

Community Contribution

One of the objectives of the HPRC includes the translation of research that will lead to the development of healthy public policy and evidence-informed practice. To work towards this objective the HPRC staff participate in a number of national and international management committees and editorial boards as listed below.

International (2017)

- Dobbin Atlantic Scholarship from the Ireland Canada University Foundation as Visiting Professor to the National Collaborating Centre for Determinants of Health, St Francis Xavier University, Nova Scotia, Canada. May-June, 2017 - Professor M. Barry
- Early Careers Group of the WHO-HBSC study (member) - L. Burke, Dr A Költő
- Eating and Dieting Working Group of WHO-HBSC study (Chair) - Dr C. Kelly
- European Commission Expert Panel on Effective Ways of Investing in Health, 2016-2019, (member) - Professor M. Barry
- European Society for Prevention Research (member) - K. Fox
- European Society for Prevention Research's (EUSPR) Early Careers Forum (member) - K. Fox
- European Society of Hypnosis (ESH) (Executive Board member) - Dr A. Költő
- French National Cancer Institute – Scientific Evaluation Committee (co-chair of Social and Human Sciences, Public Health and Epidemiology stream), 2017-2018 - Professor M. Barry
- Global Working Group on Workforce and Competencies Development, International Union for Health Promotion & Education, 2012- present, (Co-Chair) - Professor M. Barry
- International Association for Youth Mental Health (member) - A. Kazmi
- International Steering Group for the WHO Collaborating Centre for Mental Health Promotion, Prevention and Policy at THL, Finland, 2007-present, (member) - Professor M. Barry
- London School of Hygiene and Tropical Medicine, External Examiner of MSc in Public Health (Health Promotion stream), 2017-2021 - Professor M. Barry
- Schools for Health Europe (SHE) Research Group (member) – K. Dowling
- International Association for Youth Mental Health (IAYMH) (member) – K. Dowling
- Scientific Committee for the Health Promotion Chair, School of Public Health (EHESP) and the National Institute for Prevention and Health Education (INPES) France, 2011-present, (member) - Professor M. Barry
- Scientific Development Group of the WHO-HBSC study (member) - Dr C. Kelly & Dr A. Költő
- Sexual Health Working Group of WHO-HBSC study (Chair) - Dr A. Költő
- Sexual Health Working Group of the WHO-HBSC study (member) - L. Burke

- The Children's Research Network for Ireland and Northern Ireland (member) - Professor S. Nic Gabhainn, Dr C. Kelly, K. Fox, S. Dashdondog
- WHO Geneva & WHO Regional Office for Europe (Temporary Advisor) - Adolescent Mental Health Promotion and Prevention (2017-18) (member) - Professor M. Barry
- WHO Technical Advisory Group on Health Promotion in the Sustainable Development Goals, 2017 (member) - Dr M.J. Lavelle.

National (2017)

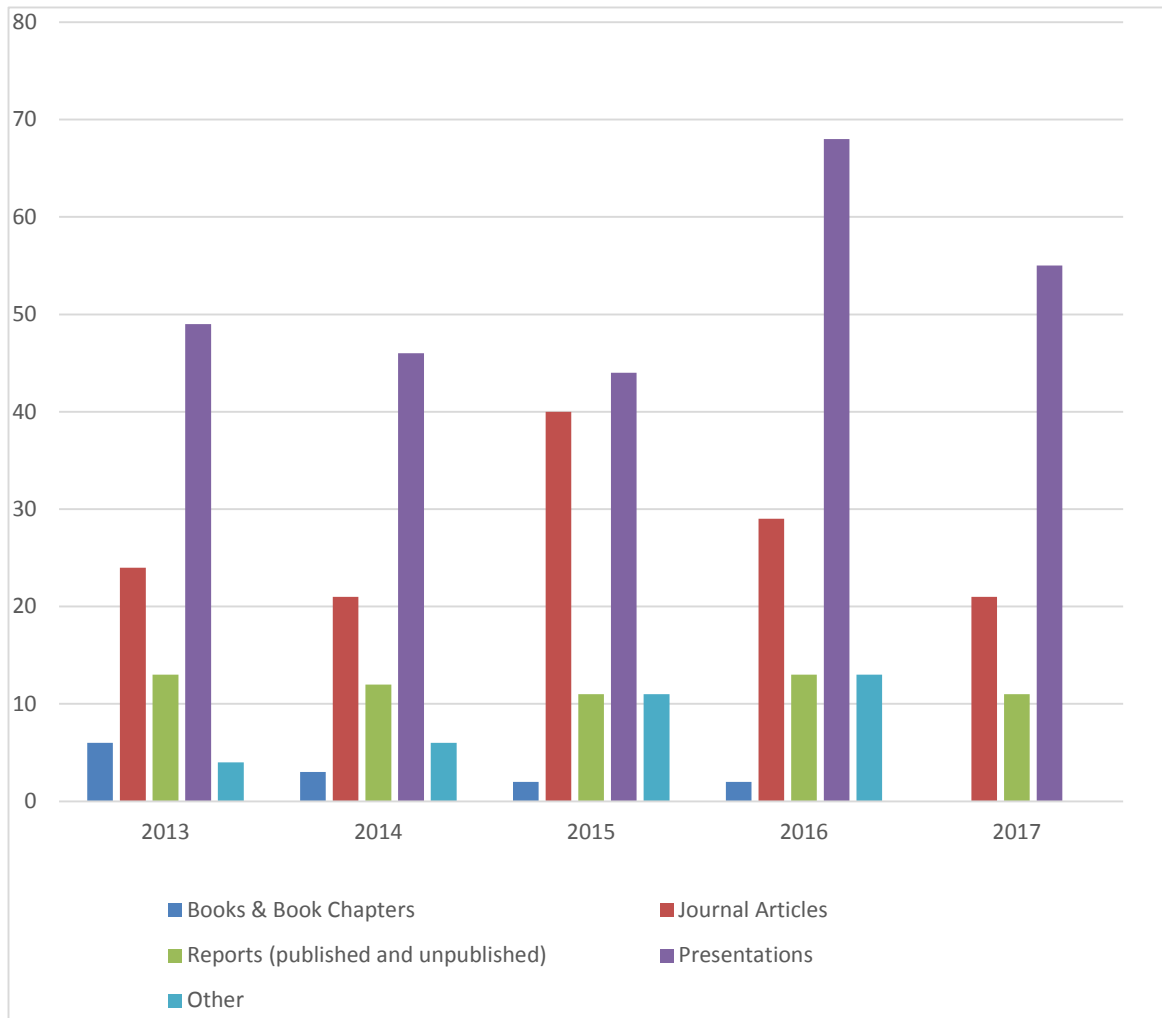
- Association for Health Promotion Ireland (member) - K. Dowling
- Comhairle na nOg Steering Committee (member) - L. Mullins
- Early Years Sub-committee of the Children and Young People's Services Committee (member) - S. Dashdondog
- Galway University Hospital Schwartz Steering Committee (member) - Dr C.A. Field
- Union for Improved Services, Communication and Education (UISCE), (Board member) - E. Vaughan
- Hungarian Association of Hypnosis (member) - Dr A. Költő
- Hungarian Psychological Association (Chair of the EuroPsy Committee) - Dr A. Költő
- Irish Association of Social Care Workers (Executive Board member & Research and Policy Officer) - Dr M. Power
- Irish Gerontological Society (member) - L. Mullins
- Irish Social Policy Association (member) - Dr C.A. Field
- National Cancer Prevention Committee (member) - Dr C.A. Field
- National Mental Health Promotion Plan Advisory Group- HSE and Department of Health, 2016 - present (member) - Professor M. Barry
- National Oral Health Policy Academic Research Group, 2014-2017, (member) - Professor M. Barry
- SAOLTA HSE Healthy Ireland Implementation Group, 2015 – present, (members) - Professor M. Barry and Dr J. Sixsmith
- Social Care Ireland (member) - L. Mullins
- Steering Committee for National Curriculum in Health Behaviour Change (member) - Dr C.A. Field
- University College Hospital Galway Health Literacy Committee - (members) - V. McKenna and Dr J. Sixsmith.

Editorial Boards (2017)

- Advances on School Mental Health Promotion - Professor M. Barry
- Health Promotion Journal of Australia - Professor M. Barry
- International Journal of Mental Health Promotion - Professor M. Barry
- Journal of Public Mental Health - Professor M. Barry
- Journal of Social Care - Dr M. Power
- Youth Studies Ireland - Professor S. Nic Gabhainn.

Publications 2013-2017

The HPRC undertakes a range of dissemination activities which includes: peer reviewed publications, reports both published and unpublished as well as oral and poster presentations at national and international conferences. Dissemination in relation to these activities over the last 5 years is presented in the graph below.



Publications 2017

Journal Articles

Albalawi, Y., & Sixsmith, J. (2017). Identifying Twitter influencer profiles for health promotion in Saudi Arabia. *Health Promotion International*, 32(3):456-463.

Barry, M.M., Clarke, A.M., Morreale, S. E., & Field, C.A. (2017). A review of the evidence on the effects of community-based programs on young people's social and emotional skills development. *Adolescent Research Review*. <https://doi.org/10.1007/s40894-017-0055-2>.

Barry, M.M., Clarke, A.M., & Dowling, K. (2017). Promoting social and emotional wellbeing in schools. *Health Education*, 117(5):434-451.

Clarke, A.M., Chambers, D., & Barry, M.M. (2017). Bridging the digital disconnect: exploring the views of professionals on using technology to promote young people's mental health. *School Psychology International*, 38(4):380-397.

Cronin, G., Basinas, I., Hogan, V., Sigsgaard, T., Hayes, J., & Coggins, A.M. (2017). Exposure to inhalable dust, endotoxin and total volatile organic carbons (TVOCs) on dairy farms using manual and automated feeding systems. *Annals of Work Exposures and Health*, 61(3):344-355.

Hodgins, M., & Mannix-McNamara, P. (2017). Bullying and incivility in higher education workplaces. Micro-politics and the abuse of power. *Qualitative Research in Organisations and Management*, 12(33):190-206.

Hogan, V., Coggins, M.A., Roberts, N., & Kelly, M. (2017). Health and safety in podiatric medicine: findings from a national survey of Irish podiatric physicians. *Journal of the American Podiatric Medical Association*, 107:522-530.

Kaper, M.S., Sixsmith, J., Koot, J.A.R., Meijering, L.B., van Twillert, S., Giammarchi, C., Bevilacqua, R., Barry, M.M., Doyle, P., Reijneveld, S.A., & de Winter, A.F. (2017). Developing and pilot testing comprehensive health literacy communication training for health professionals in three European countries. *Patient Education & Counseling*, S0738-3991(17)30430-5. <http://https://doi.org/10.1016/j.pec.2017.07.017>.

Keane, E., Kelly, C., Molcho, M., & Nic Gabhainn, S. (2017). Physical activity, screen time and the risk of subjective health complaints in school-aged children. *Preventive Medicine*, 96, 21-27.

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Conference Presentations 2017

- Barry, M.M., & Sheridan, A. (2017). Emotional wellbeing and its impact on learning. Presentation and workshop [Workshop chair] *Ollchomhdháil na Cigireachta 2017* (National School Inspectorate Conference). Athlone, 02/03/2017.
- Barry, M.M. (2017). Mental health promotion and mental health for all – implementing a ‘mental health in all policies’ approach. *Symposium on Mental Health for All: Crucial need for the development of mental health policy, at the ERFCON 9th International Conference of the Faculty of Education and Rehabilitation Sciences, University of Zagreb, Croatia, 17/5/2017.*
- Barry, M.M. (2017). What works in promoting the mental health and wellbeing of children and young people? [Workshop chair] *ERFCON 9th International Conference of the Faculty of Education and Rehabilitation Sciences, University of Zagreb Croatia, 17/05/2017.*
- Barry, M.M. (2017). Innovative approaches to promoting population mental health and wellbeing: who needs to be engaged for effective action? [Keynote Address] *Canadian Maple League Universities, at the National Collaborating Centre for Determinants of Health, the Department of Education and Office of the Associate Vice President of Research at St. Francis Xavier, Nova Scotia, Canada, 01/06/2017.*
- Barry, M.M. (2017). Panel Discussant on ‘making the case: population mental health promotion for youth as an essential focus for public health practice.’ *Symposium at the Canadian Public Health Association Conference, Halifax, Nova Scotia, Canada, 6/6/2017.*
- Barry, M.M. (2017). Embracing innovative approaches to promoting youth mental health and wellbeing: Are you ready for the challenge? [Plenary Lecture] *2nd Symposium on Promoting Child and Youth Mental Health: Moving Evidence into Action Atlantic Summer Institute on Healthy and Safe Communities, Charlottetown, Prince Edward Island, Canada, 21/08/2017.*
- Barry, M.M. (2017). Chair of Opening Plenary Panel on Unpacking Evidence [Plenary Lecture]. *2nd Symposium on Promoting Child and Youth Mental Health: Moving Evidence into Action Atlantic Summer Institute on Healthy and Safe Communities, Charlottetown, Prince Edward Island, Canada, 22/08/2017.*
- Barry, M.M. (2017). Sustainable Development Goals and Health Promotion. Presentation at Workshop on Moving Evidence into Action [Conference Organising Committee Chairperson] *Advancing Global Health and Sustainable Development, University of Prince Edward Island, Canada, 24/08/2017.*
- Barry, M.M. (2017). Master class on reviewing evidence to postdoctoral researchers and PhD students at *Institut de recherche en santé publique de l’Université de Montréal, Canada, 13/9/2017.*
- Barry, M.M. (2017). Promoting population mental health and wellbeing for children and youth: Embracing innovative approaches to policy, practice and research. Presentation at *IRSPUM Seminar Series, Institut de recherche en santé publique de l’Université de Montréal, Canada, 13/9/2017.*

Barry, M.M. (2017). Bridging the science-to-practice gap in promoting mental health and wellbeing in schools [Keynote Address] *Mental Health and Well-being in Schools Seminar*. Queen's University, Belfast, 27/09/2017.

Barry, M.M., & Kuosmanen, T. (2017). Implementing effective interventions for promoting adolescents' mental health and preventing mental health and behavioural problems: a review of the evidence in the European Region. *Presentation at Technical Meeting at WHO Headquarters*, Geneva, 15/12/2017.

Branquinho, C., Kelly, C., & Gaspar de Matos, M. (2017). Dream Teens: junior specialists in action research, *International Collaboration for Participatory Research pre-conference*. National University of Ireland Galway, Galway, 05/2017.

Burke, L., Nic Gabhainn, S., & Kelly, C. (2017). Contextual socio-demographic and lifestyle factors associated with early sexual initiation among adolescents in Ireland. Presented at the *HBSC 2017 Spring Meeting*. Bergen, 06/2017.

Burke, L., Nic Gabhainn, S., & Kelly, C. (2017). Contextual lifestyle and socio-demographic factors associated with early sexual initiation among adolescents in Ireland. *Public Health PhD Symposium*, Liverpool John Moores University. Liverpool, 07/2017.

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Dashdondog, S., & Kelly, C. (2017). Applying participatory research with children in preschools: exploring eating patterns among disadvantaged families in Ireland. Oral presentation at *CRNINI Annual Conference: Children and Young People's Participation*, Dublin, 11/2017.

Dowling, K., & Barry, M.M (2017). *Evaluating the effectiveness of the MindOut Social and Emotional Wellbeing Programme in disadvantaged Post- Primary Schools* [table top presentation]. *The 4th International Conference on Youth Mental Health, IAYMH*, Dublin, Ireland, 25/09/ 2017.

Field, C.A. (2017). Classroom to clinic: teaching medical professionalism in the pre-clinical years. *INMED Irish Network of Medical Educators Conference*, Royal College of Surgeons Ireland, Dublin, 28/02/2017.

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Fox, K.A., & Molcho, M. (2017). Adolescent alcohol use and the digital environment [oral presentation]. *Western Region Drug and Alcohol Task Force Conference: Young People & Substance Use in a Digital Age*. Galway, 11/2017.

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- Kropmans T.J.B., Field C.A., Campbell L., & Kennedy K.M. (2017). Reflective journal assessment in a year 3 professionalism OSCE station; comparing Cronbach's Alpha and G-Coefficient as measures of reliability, validity and educational decision-making, *Irish Network of Medical Educators (INMED)*, Dublin, 28/02/2017.
- Lavelle, M.J. (2017). Health Promotion and Libraries: towards a healthier Ireland [Keynote Address]. *Let's Work Together: Marketing, Partnership and Collaborations in Public Library Communities*. Rathnew, Wicklow, 07/11/2017-09/11/2017.
- Mullins, L., & Hodgins, M. (2017). Homecare and older people in Ireland: the case for reform. *British Society of Gerontology Annual Conference 2017*. Swansea, 05/07/2017.
- Mullins, L., & Hodgins, M. (2017). New innovations in home and community care for older people. *Social Care Ireland Conference*. Galway, 23/03/2017.
- Mullins, L., & Hodgins, M. (2017). Older people and homecare: 'and one week nobody came at all.. it was really upsetting, I was watching the door'. *Irish Gerontological Society Annual Conference*, Wexford, 28-29/9/2017.
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- Nic Gabhainn, S. (2017). Health Behaviour in School-aged Children (HBSC): trends in health behaviours, health outcomes and contextual factors between 1998-2014: findings from the Irish Health Behaviour in School-aged Children Study. Presented at *the launch of the HBSC Ireland Trends report 1998-2014*, Dublin Dental Hospital, Dublin, 05/2017.
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Power, M., Kelly, C., McKenna, V., Mullins, L., Gough, H., & Clare, C. (2017). Gatekeepers of competency: practice educators/teachers and the competencies based regulatory framework, *Social Care Ireland Annual Conference: The changing face of social care*, Galway, 22/03/2017.

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Tully, L., Allen-Walker, V., Spyreli, E., Woodside, J.V., McKinley, M.C., Dean, M., & Kelly, C. (2017). Weaning infants to solid foods among disadvantaged parents on the island of Ireland: emerging influences on practices. *Seminar*; University College Cork, Cork, 25/07/2017.

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Tully, L., Kearney, P.M., Woodside, J.V., McKinley, M.C., Dean, M., Spyreli, E. and Kelly, C. (2017). Weaning among disadvantaged parents on the island of Ireland: Influence of returning to work *Promoting Health and Wellbeing in the Workplace Conference*. National University of Ireland Galway, Galway, 15/6/17.

Tully, L., Kearney, P.M., Woodside, J.V., McKinley, M.C., Dean, M., Spyreli, E., & Kelly, C. (2017). Complementary feeding among parents from disadvantaged backgrounds: design and recruitment. *Nutrition and Nurture in Infancy and Childhood: Bio-Cultural Perspectives*. Cumbria, UK, 06/2017.

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Vaughan, E. (2017). Addressing structural stigma as part of the HIV response in Ireland, *Oireachtas Briefing on PrEP*, Leinster House, Dublin, 14/11/2017.

Vaughan, E. (2017). Changing the conversation: discourses of “responsibilisation” in newspaper coverage of HIV in Ireland and implications for prevention policy and practice, *Social Care Ireland Conference*, Galway, 23/3/2017.

Wolstenholme, H., Heary, C., & Kelly, C. (2017). Fussy eating in school-aged children: a mixed-method study. *31st Conference of the EHPS: Innovative ideas in Health Psychology*. Italy, 08/2017.

Wolstenholme, H., Heary, C., & Kelly, C. (2017). Experiences and perceptions of non-clinical childhood fussy eating: a qualitative synthesis. *British Feeding and Drinking Group Annual Conference*. Reading, UK, 04/2017.

HPRC Governance



Governance Structure

The management structure for research centres and units recommended by NUI Galway has been adopted by the Health Promotion Research Centre. We have an internal Steering Committee and an International Advisory Board.

Steering Committee

The Steering Committee is comprised of the Director, Deputy Director, and Principal Investigators, the Administrative Director and Administrative Secretary. Meetings of the Steering Committee are held bi-monthly alternating with Research Meetings which includes representation from researchers. In addition, plenary meetings are held annually open to all members of HPRC.

International Advisory Board

The International Advisory Board consists of representatives from Health Promotion practice, policy and research at national and international level and key NUI Galway staff. The Board meets on an annual basis and met on 29th March 2017.

External Members

Professor Dame Margaret Whitehead, WH Duncan Professor of Public Health, WHO Collaborating Centre for Policy Research on Social Determinants of Health, Department of Public Health and Policy, University of Liverpool
 Professor David J Hunter, Professor of Health Policy and Management, Newcastle University
 Dr Cate Hartigan, Head of Health Promotion and Improvement, Health Service Executive
 Ms Bidy O'Neill, National Project Lead, Health and Wellbeing Programme, Department of Health.

University Members

Professor Lokesh Joshi, Vice-President for Research, Research Office, National University of Ireland Galway
 Professor Tim O'Brien, Dean of the College of Medicine, Nursing and Health Sciences, National University of Ireland Galway
 Dr Cathal O'Donoghue, Dean of the College of Arts, Social Sciences and Celtic Studies, National University of Ireland Galway
 Dr Margaret Hodgins, Head of School of Health Sciences, National University of Ireland Galway
 Dr Martina Ni Chúlain, Director of Strategic Development, College of Medicine, Nursing and Health Sciences, National University of Ireland Galway.

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