



<b>Title</b>	The PIPPIN Project; Paediatric Intensive care Public Patient INvolvement, Where we started...
<b>Authors(s)</b>	Magner, Claire, Bowman, Sarah, Lambert, Veronica, Kroll, Thilo, et al.
<b>Publication date</b>	2018-12-05
<b>Publication information</b>	Magner, Claire, Sarah Bowman, Veronica Lambert, Thilo Kroll, and et al. "The PIPPIN Project; Paediatric Intensive Care Public Patient INvolvement, Where We Started..." 2018.
<b>Conference details</b>	UCD Childhood and Human Development Research Centre Annual Conference, University College Dublin, Ireland, 5 Dec 2018
<b>Item record/more information</b>	<a href="http://hdl.handle.net/10197/10627">http://hdl.handle.net/10197/10627</a>

Downloaded 2023-03-15T17:09:45Z

The UCD community has made this article openly available. Please share how this access benefits you. Your story matters! (@ucd\_oa)



© Some rights reserved. For more information

# The PIPPIN Project; Paediatric Intensive care Public Patient INvolvement, Where we started...

Magner, C<sup>1</sup>; Bowman, S<sup>2</sup>; Lambert, V<sup>3</sup>; Costello, M<sup>4</sup>; Kroll, T<sup>5</sup>; Smith, H.A<sup>6</sup>.

1. Lecturer/Assistant Professor, School of Nursing Midwifery and Health Systems, University College Dublin, Ireland.
2. Director of Strategic Engagement, HRB-TCD Ignite Programme Director, Trinity College Dublin, Ireland.
3. Associate Professor Children's Nursing, HRB PPI Ignite Lead, School of Nursing and Human Sciences, Dublin City University.
4. Clinical Research Project Manager, National Children's Research Centre, Crumlin, Dublin, Ireland.
5. Professor of Health Systems Management, HRB PPI Ignite Lead, Associate Dean for Research, Innovation and Impact, UCD, Dublin, Ireland.
6. Research Coordinator for the Paediatric Intensive Care Unit, Our Lady's Children's Hospital, Crumlin, Dublin 12, Ireland.



## Introduction

The benefits of involving patients, families and service users in developing, implementing and evaluating healthcare services and research are being increasingly recognised. These include enhanced health outcomes, increased satisfaction with services and adherence to treatment<sup>1</sup>. However, despite growing effectiveness of Paediatric Intensive Care (PIC) treatment and outcomes<sup>2</sup>, there is a deficit in published evidence demonstrating the involvement of children and young people cared for in the Paediatric Intensive Care Unit (PICU) in developing research that matters to them<sup>3,4,5</sup>. In this context PIPPIN was developed with the aim of promoting Paediatric Intensive Care Public and Patient involvement

## Aim

PPI is reported to enhance the quality and appropriateness of research, particularly if service users are involved throughout the study. The PIPPIN project was formed to plan and develop a PPI group for the PICU.

## Methodology

An interdisciplinary, multi-site working group was established with a number of objectives:

- To develop the Terms of Reference for PIPPIN
- To develop of an action plan to implement the activities associated with PIPPIN
- To create a monitoring and evaluation protocol to determine uptake, experiences and efficacy of PIPPIN

The Logic Model<sup>6</sup> and 'Engaged Research'<sup>7</sup> resources serve as vital tools in planning the engagement strategy and encouraging involvement across the research life-cycle (see table 1).

## Conclusion

Through the development and embedding of PIPPIN we hope to work with people who are seldom heard, to bring value and meaning to our research and education activities. We will strive to capture and share best PPI research practice.

Key stakeholders	Inputs	Activities	Outcomes	Impacts
Children Parents Family members and friends of children & parents Healthcare workers (including but not limited to nurses, doctors, physiotherapists, pharmacists, psychologists, dietitians) Social work service workers Organisations/ associations related to healthcare condition Academic staff Other influencers	Funding (to facilitate space, parking/transport, food, drinks, resources, training, form of reimbursement etc) Space (easy to access) Staff and possible facilitators Resources Training Support from Clinical Director of the PICU and Director of Nursing ? equipment (laptops with speakers etc, projectors) ? support workers to help care for children while parents participate in the group	Training and education for both PPI members and staff (? Need for refresher sessions) Develop and agree ToR's (review once a year) (this will depend on how the group wishes to interact, i.e. face-to-face or email) Review research and audit proposals and protocols every four months and provide their feedback	Parent PPI group shares their ideas/ opinions/ advice on research and audit proposals Parent PPI group shares their ideas/ opinions/ advice on research and audit protocols CYP PPI group shares their ideas/ opinions/ advice on research and audit proposals CYP PPI group shares their ideas/ opinions/ advice on research and audit protocols	To include the knowledge and experience of parents and patients of the PICU when developing research and audit proposals and protocols.

Table 1: PIPPIN Engagement Strategy



Department of Health (2010) *Equity and excellence: liberating the NHS*. London: Department of Health.

PICANet (2017) *Republic of Ireland National Report. November 2017 Annual Report: Summary Report*. Leeds. Universities of Leeds and Leicester. <https://www.picanet.org.uk> Accessed 9th July 2018

Tume LN, Preston J, Blackwood B. (2015). Parents' and young people's involvement in designing a trial of ventilator weaning. *Nursing in Critical Care*; **21**: e10–e18.

Menzies JC, Morris KP, Duncan HP, Marriott JF. (2016). Patient and public involvement in paediatric intensive care research. *Research Involvement and Engagement*; **2**:32.

Manning JC, Hemingway P, Redsell SA (2018) Survived so what? Identifying priorities for research with children and families.. *Nursing in Critical Care*, 03/2018, Volume 23, Issue 2.

Midlands and Lancashire Commissioning Support Unit (2016) *Your Guide to Using Logic Models*. United Kingdom. NHS

Bowman, S; Morris M; Adshead M (2018) *How to Guide: A Framework for Engaged Research*. Dublin, Campus Engage. [www.campusengage.ie](http://www.campusengage.ie)