



Emerging Minds

Action for child mental health



Welcome

Professor Cathy Creswell, Developmental Clinical
Psychology, University of Oxford

@EmergingMindsUK

Emergingminds.org.uk

info@emergingminds.org.uk

This session

- The Emerging Minds network
- Priorities for young people and other stakeholders that we would like research teams to address
- How to apply
- Questions and answers
- Closing thoughts and next steps.



The Emerging Minds Network is a research community. Our members, across disciplines and sectors are working to reduce the prevalence of mental ill health amongst children and young people.



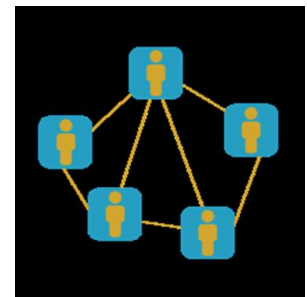
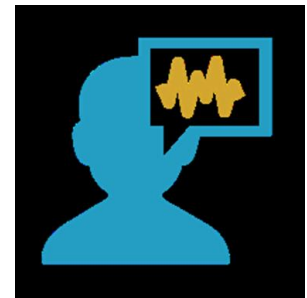
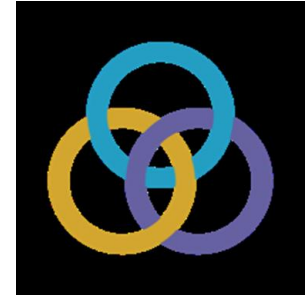


Aims of the network

- Funded by UK Research & Innovation to facilitate research that has the potential to reduce the prevalence of mental health problems experienced by children and young people.
- We want to foster research collaborations across sectors and disciplines to tackle 4 research challenges.

Research challenges

- 1) The Big Question
- 2) Embracing Complexity
- 3) Voices, Power & Attitudes
- 4) Supporting the Supporters





3. Voices, Power and Attitudes

How can societal attitudes, structures and behaviours be changed in ways that have a positive impact on children and young people's mental health and wellbeing?

Funding call priorities

Introduced by our advisors:

Nikki Adebiyi

Fiyory Ghezae

Jawwad Mustafa

Voices, Power and Attitudes Research Challenge

**The impact of racism on children and young
people's mental health in the UK**

What we did

We held two workshops - one with young people, and another with professionals working with young people.

Young people's workshop

- Invited young people between 16-25 to share their views
- How racism is experienced by C&YP in the UK
- How it affects their mental health

Professionals' workshop

- Invited those working with young people to share their views.
- Presented results from the young people event we conducted.
- Presented an overview of the rapid scope review.

Research questions

- What is the **impact** of racism on the mental health of children and young people in the UK?
- What **interventions** will be effective in addressing racism in ways that will benefit children and young people's mental health?

Priorities for potential research

A summary of the presentation on findings from the young people's workshop, which can be read in full [here](#)

Impact of racism on young people's mental health

- Day-to-day psychological toll
- Long-term effects on mental health of early experiences of racism
- Self protective adaptive behaviour and mental health

Quotes from young people on the impact of racism on their mental health

Self-protective adapting behaviour

“From a young age I’ve been told certain things like how to enter a situation like if police do stop and search.”

“But Mum, why do I have to be careful with what I say? This is how I speak.”

Emotional toll and trauma

“You have to make twice the effort just to make them feel comfortable or make them believe that you’re good enough for this role”

“If you always feel like you’re being persecuted, attacked, judged, [...] it’s going to damage your perception of others and also how you perceive yourself”

“I always have in the back of my head that this White person doesn’t like me because I’m Black, or is really trying to overcompensate and like me because I’m Black.”

“More needs to be researched on the impact of early childhood experiences [...] if you then experience these kinds of things growing up what kind of impact does it have.”

Effective interventions to address the mental health impacts of racism

- Early intervention
- Anti-racism education
- Mentoring and support

Effective interventions

“There should be places that people can express themselves and talk about their experiences and how they’re feeling.”

**Other
important
considerations**

Experiences of racism

It is important to appreciate the experience of racism to fully understand how it then impacts mental health. These are the issues that were highlighted by the young people and professionals:

- What young people perceive and understand as racism.
- How young people and children articulate their experiences of racism.
- Experiences of **direct** racism (in school, healthcare etc).
- Experiences of **indirect** racism (in school, healthcare etc).

Quotes from young people on the experiences of racism

Stereotypes, media representation, and public perception

“I’ve never done anything illegal, but... walking into a shop, and buying nothing... I’ve got to do some sort of talking out loud to myself ‘Ah, guess I’ve got nothing to buy’.”

“It would be nice to see a bit more celebration of our culture and not our suffering.”

Systemic and institutional racism (e.g. healthcare settings and the school-to-prison pipeline)

”How is it that the most extreme cases where people are having psychotic episodes, it’s [Black and Brown people], but when it comes to the stages right at the beginning when you’re able to help [we’re not getting it]?”

“It’s like the [education] system just gives up on them and now a lot of them are in prison and doing time for things that could of been very much avoidable.”



Community-specific approach

- More mental health research and data that examines the experience of each racialised group not just groupings as 'BAME' or 'BME'.
- Mental health research that considers the varying experiences of different racialised groups (e.g.: refugees, 2nd generation/ 1st generation).
- Intersectionality and mental health - gender, race, etc.
- Importance of mental health research co-design with community organisations, young people and those with lived experience.
- Getting involved with existing community-based work rather than

**For more
information**

Resources for the research challenge

- <https://emergingminds.org.uk/webinar-recording-racism-and-mental-health-of-children-and-young-people-what-do-we-need-to-know-to-make-a-difference-priority-setting-workshop/>

- Projects of up to **12 months** duration
- Beginning by Sept 2021 – **completed by Sept 2022**
- Total funding available £70,000
 - Either 1 project x **£70,000** or 2 x projects **£35,000**
- **Strongly encourage research collaborations** with the voluntary and community sector those with lived experience and across disciplines.
- Project lead or one of co-leads must be based at the **UK Higher Education Institution**

Key dates

- Express interest by **9am 29 April 2021**
- Feedback on expressions of interest by 14 May 2021
- Deadline for applications **9am 14 June 2021**
- Zoom interviews for shortlisted applicants – week of 5 July 2021

Assessment criteria

- Potential for impact
- Collaboration and involvement
- Research excellence & quality of planning and management

- To what extent is this project likely to make a significant contribution to the priorities identified by young people and those who support them as well as addressing our Voices, Power & Attitudes research challenge.
- To what extent will the outputs of this project be useful for and shared with those that can best use them, e.g. young people, family members, practitioners, commissioners and/ or policy makers?
- What is the potential for the research to be sustained and/ or developed? (e.g.: accelerating the pace of research and practice in this area, likely to secure more substantial funding to achieve further impacts, where applicable, etc.)

Collaboration & Involvement

- Does the project include partners beyond universities (particularly the voluntary & community sector) in substantive and meaningful ways?
- To what extent are young people, family members and other stakeholders meaningfully involved in each aspect of the project, including design, delivery and dissemination?
- Are early career researchers taking substantial lead roles in the project, with appropriate support?
- To what extent does this project make the most of opportunities for collaboration across disciplines to maximise potential impact?

Research excellence & planning

- Is there a clear rationale for this study, justified with reference to the existing research literature?
- Will the proposed methods achieve the research aims?
- To what extent can the proposed project be realistically implemented in the proposed time frame?
- Does the project team have the relevant abilities, commitment and support to implement the project?

Research excellence & planning

- Do the funds requested represent value for money in relation to the planned work and the outcomes likely to be achieved? (E.g. by effectively using existing data and research, minimising overheads requested etc.).
- Will risks be mitigated and managed appropriately (e.g. safeguarding, ethical, governance, information security and intellectual property)?
- Is there evidence of a commitment to reproducible research practices? (E.g. publishing protocols, open access to data, etc.)

Funding call - finances

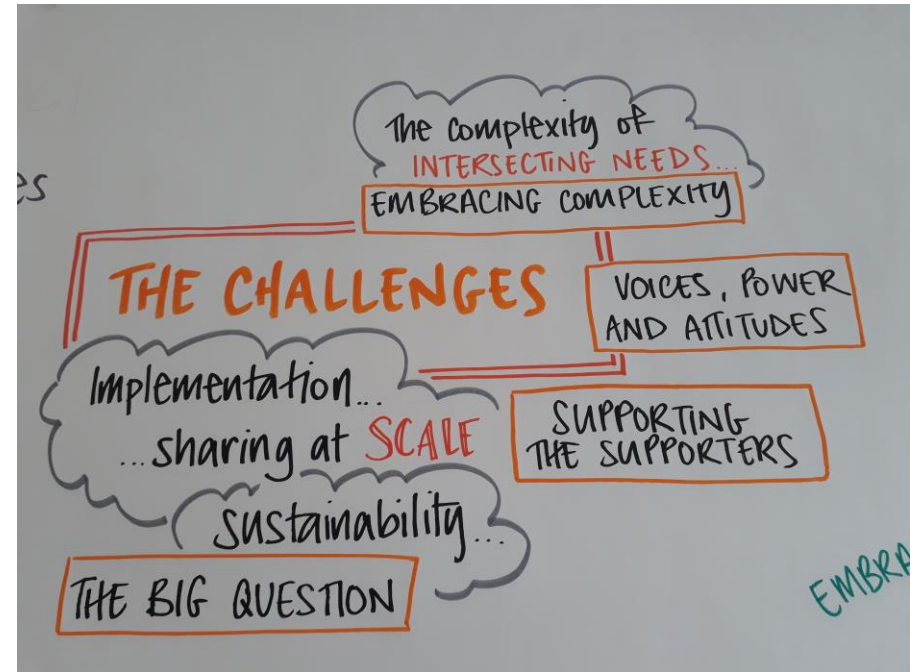
- Emerging Minds can cover 80% of full economic costs of project (following UKRI guidelines)
- Non- academic partners (such as charities) can receive up to 30% of total applied for.
- Non-academic partners can claim 100% of their costs
- Discuss our ***standard terms & conditions*** with your contracts/ business development team

Funding call - finances

For example:

- For a university to receive a grant of £35,000, would need to outline project costs in your budget of £43,750 (Full Economic costs)
- Administrative costs (including estates and indirect costs) should be carefully considered and not constitute more than 20% of total application costs

Q & A



- Express interest by **9am 29th of April**
- Final deadline for applications - **by 9am 14 June 2021**

- Consider joining new network focused on these topics:
- <https://emergingminds.org.uk/special-interest-research-group-crucial-conversations-on-youth-mental-health-and-racism/>

- Any questions info@emergingminds.org.uk
- <https://emergingminds.org.uk/funding-call-2/>