

CoRAY

Covid-19 response: Mental Health Resources for and by Young People







WHO BENEFITS AND HOW? YOUNG PEOPLE'S EXPERIENCES OF BEING INVOLVED IN MENTAL HEALTH RESEARCH

LOWRIE BURGESS, BECCA WATSON, EMILY LLOYD, CATHY CRESWELL (UNIVERSITY OF OXFORD) & CO-RESEARCHERS GEORGIA, JODIE, JAMES, ROSE, BEKAH (MCPIN FOUNDATION)

WELCOME & INTRODUCTIONS

- Young people's experiences of being involved in mental health research
- Wider implications for researchers
- Experience of working with/as coresearchers!
- **Post questions** in <u>chat box</u> (about the coresearchers' experiences or ideas about the implications of our findings)

OVERVIEW OF THE CO-RAY PROJECT

'Knowledge mobilisation' project to help young people (aged 11-16 living in the UK) with their mental health during & beyond the pandemic

Looking at what the research evidence tells us about the impact of the pandemic on young people's mental health

Asking young
people about what
they think are the
most important
issues they want help
/ support with

Working with
young people to
develop evidenceinformed
resources to help
them with their
mental health



2



QUALITATIVE STUDY - OVERVIEW

Exploring the experiences of young people who have been involved in mental health research

- Little known about what young people take away from their involvement in research
- Young people recruited via existing networks/studies across the UK
- Qualitative interviews (participants aged 11 24) involved in research when aged 11 - 16
- 13 interviews completed (9 females, 4 males)
- Interviews co-led by co-researchers from the McPin Foundation

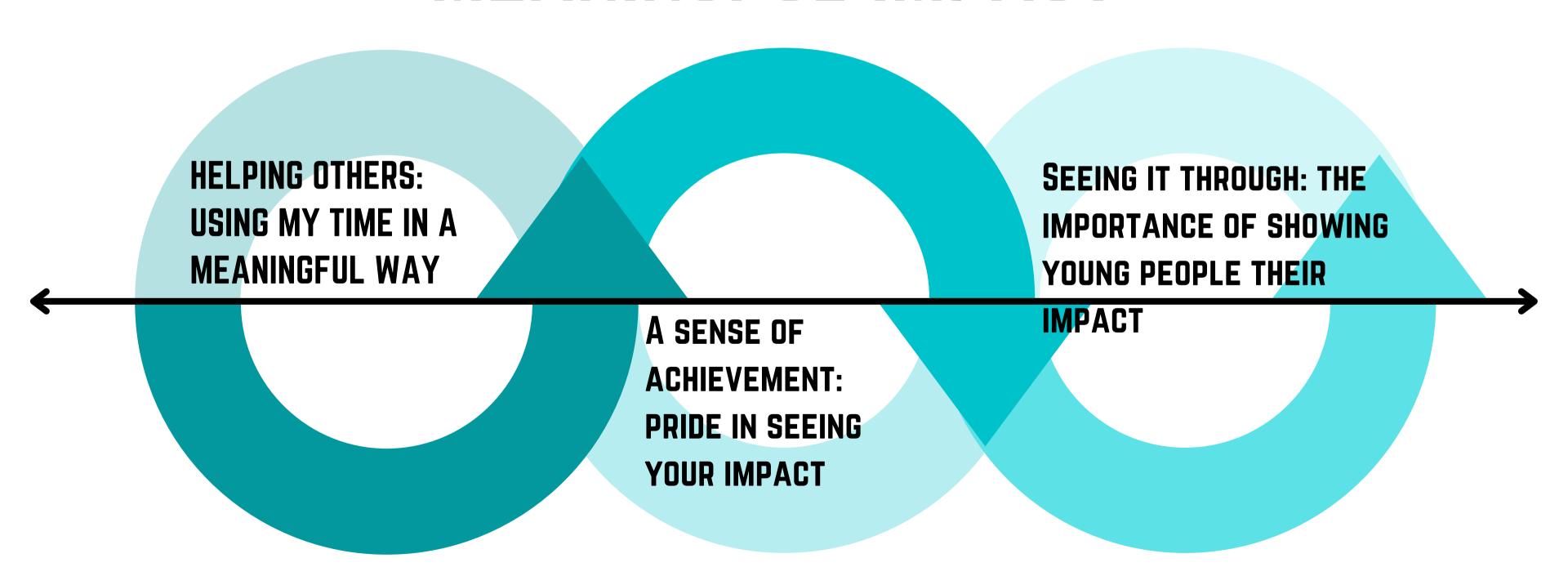
COLLABORATIVE THEMATIC ANALYSIS

- 1. Co-researchers **code** 1-2 **transcripts** each from interviews; researchers also code all transcripts
- 2. **Team meeting** to discuss and **review codes**, and generate a group **codebook**
- Revisit transcripts, code new transcripts, discuss codebook with coresearchers and PI
 - **Team meeting** for **initial theme development** in small groups; come together to create initial thematic arrangement
 - **Revisit** transcripts and codes; **edit thematic arrangement** and share with co-researchers and PI; propose theme names
- **6.** Finalise themes

OPPORTUNITY TO...



OPPORTUNITY TO HAVE A MEANINGFUL IMPACT



"it felt good to know that I was helping other people. I'd heard and seen so much about how much other teenagers and other kids were suffering during lockdown, they felt nice to know that, OK, maybe I am actually doing something with my time, not actually just wasting it away sitting here." [Anya]

HELPING OTHERS: USING
MY TIME IN A
MEANINGFUL WAY

"I think doing that in an environment where literally the goal is to help other young people, I think that's an incentive, especially 'cause you can use your own experience for that. So in a way, it feels like something positive has come from something negative"

[Harry]

"we were all kind of working towards improving something or you know giving kind of people in power insight into a really important issue" [India]

"another thing which I have enjoyed is being able to relate to other people's experiences and frustrations, both good and bad feelings to some degree, and and being able to use that to help shape change and to clearly outline what could be better or what needs improvement and by when and for what purposes"

[Blake]

"with the action research groups it was like, well, once I've done like one and got like the feeling of like we've accomplished like an actual thing, like we like wrote books, we got like like new positions in the in Council and things like that" [Julia]

A SENSE OF **ACHIEVEMENT: PRIDE IN SEEING YOUR IMPACT**

"it had a lot of impact and we ended up going to to the House of House of Commons and we kind of presented it to MPs and things. **So** that really felt like, you know, we'd achieved something" [India]

"you're not really ever in a position where you're talking to adults that you don't know about things like that, where like **you almost know** more than they do. 'Cause like it was your research and I feel like that was one of the things that was most interesting 'cause you could actually see how taken aback they were sometimes when we made a point" [Julia]

"I think as well it would help

portray try a better image of

young people 'cause I feel like

you've got a really bad rap like in

media they're like "COVID's young

people's fault, social media's all

the young people's fault" and it's

like no like young people do

have a lot more to offer but just

like no one's asking us."

[Gemma]

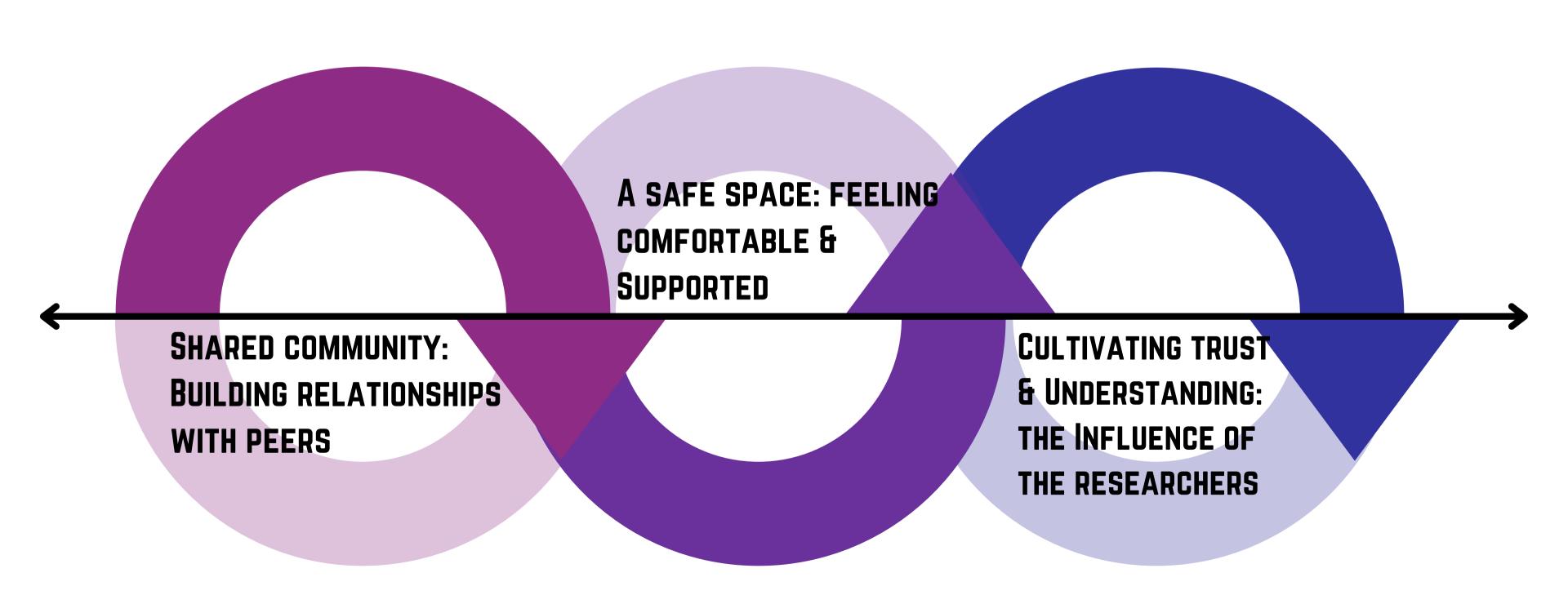
"cause it's so hands on and it was explained to me in a way that made total sense. Like we got to see it from the start to the finish and there was no confusion about what was going on and I feel like the way that I learnt all those things, it's like more beneficial to me now than what I'm learning at uni" [Julia]

SEEING IT THROUGH:
THE IMPORTANCE OF
SHOWING YOUNG
PEOPLE THEIR IMPACT

"it's kind of frustrating 'cause
like you're involved to be like,
"yeah, that's OK", then like
you're never involved again. I feel
like it's important to involve
them and keep them updated
like, I like knowing about research
projects I did two years ago and
where they are now" [Julia]

"when they released these little films, when they were finished, when they released them on YouTube, obviously they sent us a link and when I could see like the project doing pretty well in the real world I was I thought that was pretty meaningful and they generally got pretty good responses" [Harry]

OPPORTUNITY TO BE PART OF A SUPPORTIVE COMMUNITY



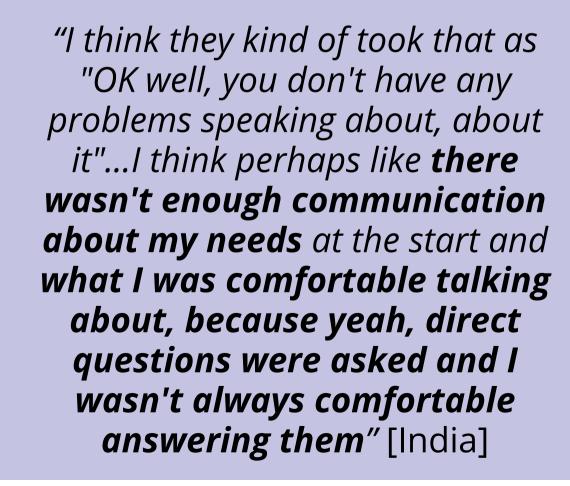
"every evening we would go
out. And it was set in central
London, so we would go out and
do something. One day we had a
pizza making workshop. We
went to go see a play or
something another day and I
think that helped us like make
proper bonds with the other
people" [Anya]

SHARED COMMUNITY:
BUILDING RELATIONSHIPS
WITH PEERS

"people's lived experiences and perspectives can be so varied, but some things will be similar and in common, and I feel like having that allows people to get to know each other and to be able to relate to one another" [Blake]

"I think creating a safe space is really important and for me a lot of that kind from like building rapport at the start, so if I'd like played a game with someone and had a bit of a laugh and I'd seen that like they were a human being" [Gemma]

CULTIVATING TRUST & UNDERSTANDING: THE INFLUENCE OF THE RESEARCHER



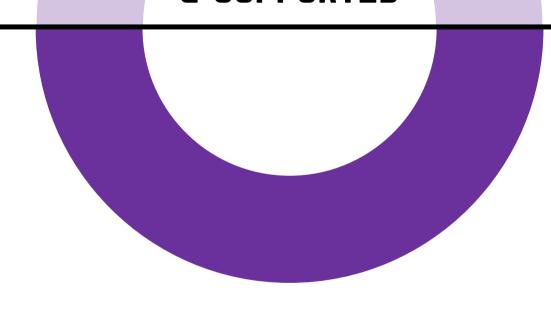
"we would go around the group saying whatever we wanted to say, and if we didn't want to speak that was fine" [Anya]

A SAFE SPACE:
FEELING COMFORTABLE
& SUPPORTED

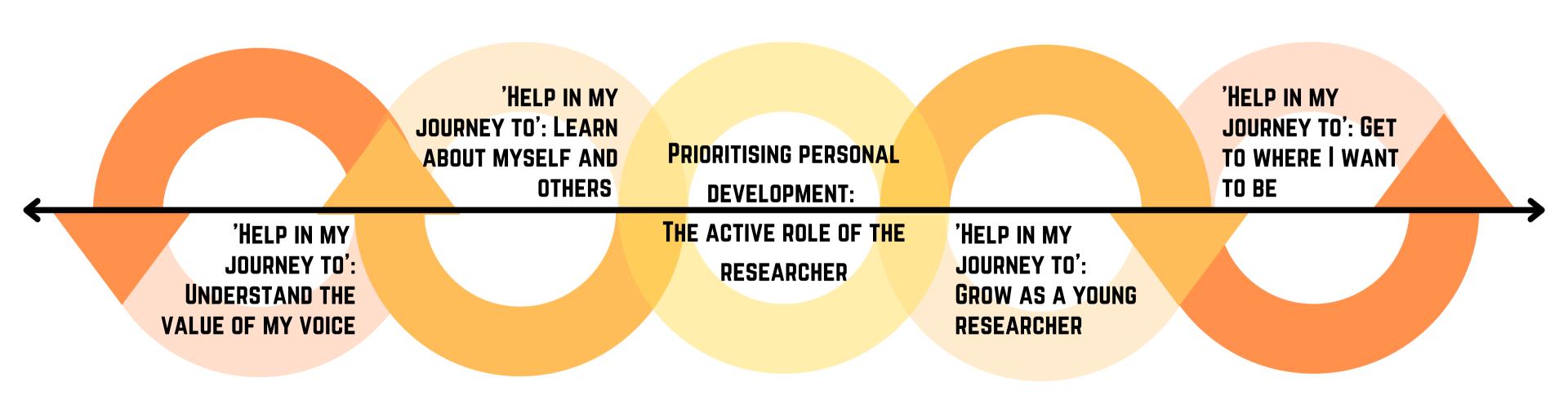
""It was very much, I had to kind of take care of myself fully and I wasn't really gonna get any support from them. They were kind of just there to do the research". [India]

"It's just people won't understand sometimes outside, but if you're in like a safe environment, I guess, you can talk about it. And then more people will kind of step up it "Yeah, I also suffer from that or like I know other people who do"."

[Frankie]



OPPORTUNITY TO LEARN & GROW: 'HELP IN MY JOURNEY TO'



'HELP IN MY JOURNEY TO': GROW AS A YOUNG RESEARCHER

"I would not have been into psychology if I hadn't had my own mental health problems and I don't think I would have done a degree like a research-based degree unless I'd been on these kind of like these groups and panels and stuff." [Gemma]

"I I feel like taking part in the research kind of like helped me further like want to be able to like do stuff and research stuff like that." [Kiera] "So like in psychology, you have a whole like research module where we study it and then me actually like being in a part of research and see how it's done, is actually been like helpful because I already know how it's all done" [Maya].

"I had so much to write on my CV. So I mean I I got a lot out of it, but I think yeah, if someone from kind of the research team had sat and talked through certain things that I might have had, like a better understanding of it" [India]

"sometimes you just do it 'cause you want to do and you want to participate."

[Maya]

'HELP IN MY JOURNEY
TO': GET TO WHERE I
WANT TO BE

"I was keen to sort of utilize the experiences and skills that it would provide, helping me to develop in my occupation and to look at the broader prospects of opportunities like that might open up as well through wider mental health research and participation" [Blake]

"They were very good at listening to people and sort of and following on from our points, not just like sort of "OK thanks, next", but like a a discussion to to ensure that they knew exactly what you were talking about, even if we weren't being that articulate and it was just an off the cuff suggestion." [Harry]

"young people know what
is best for young people
and that they shouldn't just
have like adults deciding
that for you" [Julia]

'HELP IN MY JOURNEY TO':
UNDERSTAND THE VALUE
OF MY VOICE

"I just also think like self-esteem wise you, some people may not be like "oh I have this, I don't know. Maybe no one wants to hear it like there's a room full of adults here, they can probably come up with this on their own".

They might not realize that there's a reason they are trying to get young people's help just to get like a wider perspective" [Frankie]

"I learned a lot and it put me on my own kind of **personal journey to understand my mental health better**" [Leah]

'HELP IN MY JOURNEY TO': LEARN ABOUT MYSELF AND OTHERS

"I think the the main difference is confidence. I feel like back then I would only talk to researchers who I'd seen and who I knew was this group of people who I knew. Whereas now I feel like I can talk to anyone about anything" [Gemma]

"even though, yeah, I'd never really struggled during that time, but I can now understand people who did" [Harry].

"I didn't really know what
it was going to be like, so I
was kind of like a bit
anxious about it. But then
as soon as it kind of like
all got going, it's like fine
and it was really
enjoyable." [Keira]

"they like said it loads of times, 'do you have any questions?' And like they didn't make me feel ashamed to like ask something so yeah it was just like really easy for me to ask anything."

[Cara]

"I think that would actually be something that would be really nice, and we could reflect on it at the end and see if we'd actually met those goals, and how the the researchers had helped us meet those goals, and then you know, that's feedback for them and feedback for us." [Anya]

PRIORITISING EDUCATION:

THE ACTIVE ROLE OF THE RESEARCHER

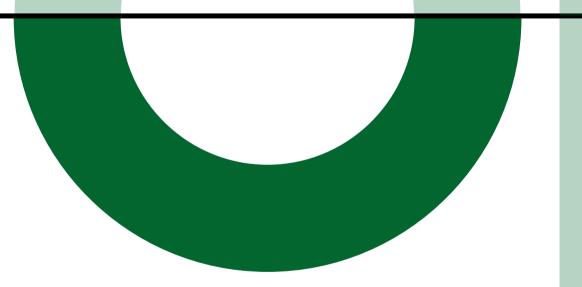
"Someone needs to fully understand before they can advise on something and I think that the staff at McPin really did invest that time in all the young people." [India]

INCREASING OPPORTUNITIES: 'EVERYONE SHOULD GET THE OPPORTUNITY TO BE PART OF A RESEARCH PROGRAM'



"Even now when I try and explain to people what I do in terms of research involvement, they're like, "What the hell is that?"" [Gemma]

A 'MYSTERIOUS WORLD: LACK OF AWARENESS OF RESEARCH OPPORTUNITIES "they want to get involved but **they**don't know where to start, or
they don't know where to look
for these opportunities" [Anya]



"The only reason I know is

'cause my mum is a

psychiatrist who works at

[University] and she has those

contacts" [Harry]

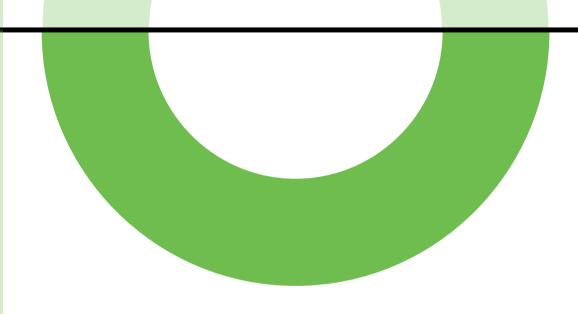
"Our lives are like on-and-off constantly like sometimes people have school, activities and things like that" [Julia]

TAKING ACCOUNT OF EVERYONE': UNDERSTANDING BARRIERS TO PARTICIPATION

"Sometimes in a household if you not feeling safe talking about what you're going through...it would be harder to be part of this research and all that."

[Frankie]

"Some of us were an age where we couldn't, couldn't go home on their own because they lived far away, so then coming to the meeting's dependent on whether their parents could pick them up after." [Leah]



"Especially those from more disadvantaged backgrounds, this is like their window into research and they're never going to see it otherwise because it's quite like a mysterious world unless you've been involved in it." [Gemma]

WIDENING THE NET: IMPROVING OUTREACH AND ENGAGEMENT

"Nearby schools, if you can ask them if you could put up like some posters or inform them in their assemblies or something" [Darren]

"Social media is definitely one of the most powerful tools you could have" [Anya]

OPPORTUNITY TO...



IMPLICATIONS FOR RESEARCHERS

What do our findings mean for researchers involving young people in mental health research?

Meaningful Impact:

Find ways to show young people what they have contributed to

Supportive Community:

- Build in time and resources for non-research interactions/activities
- Ensuring there are sufficient resources for emotional support

Learn and grow

 Prioritising skill development; teaching young people about the application of their skills

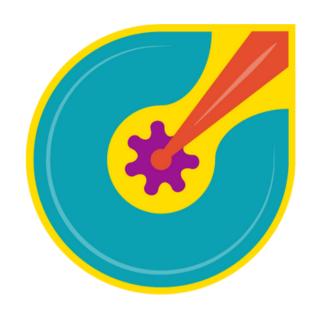
Increasing opportunities

Advertise through schools, social media, and to underrepresented groups

DISCUSSION:
IMPLICATIONS FOR
RESEARCHERS



Q&A: CO-RESEARCHERS' EXPERIENCES OR IDEAS ABOUT THE IMPLICATIONS OF THE FINDINGS





Covid-19 response: Mental Health Resources for and by Young People







THANK YOU

CORAY@PSYCH.OX.AC.UK

HTTPS://EMERGINGMINDS.ORG.AC.UK/CO-RAY-PROJECT/