‘Introduction to Health Research’
WORKSHOP REPORT

Atoifi Adventist Hospital,
East Kwaio, Malaita
Solomon Islands

Sunday 27 September-Thursday 1 October 2009
This Workshop report has been written as a record of the ‘Introduction to Health Research’ workshop and as a resource for workshop participants.

Written by: Michelle Redman-MacLaren (JCU), Dr Janella Solomon, Rowena Asugeni (Atoifi Adventist Hospital), James Asugeni (Atoifi Adventist Hospital), Humpress Harrington (Atoifi College of Nursing), Alwin Muse (Atoifi College of Nursing) and Esau Kekeubata (Chief, East Kwaio). Supported by Associate Professor Alan Clough, Dr David MacLaren and Professor Richard Speare, James Cook University

This document can also be accessed from the Anton Breinl Centre, School Public Health, Tropical Medicine and Rehabilitation Sciences http://www.jcu.edu.au/school/sphtm/antonbreinl/links/index.html. To obtain hard copies of this publication, contact James Cook University on ph: 0011 61 (07) 4042 1604 or email: michelle.maclaren@jcu.edu.au (JCU) or alwin.muse@gmail.com (Atoifi College of Nursing)

This document was current as 17 December 2009.

The Workshop and resultant publications were funded by a James Cook University Research Infrastructure Block Grant with in-kind support from Atoifi Adventist Hospital.

Photo Front Page: Noldy Laubasi, a school teacher, presents his work to colleagues
# Contents

1. Executive Summary…………………………………………………………… Page 4

2. Background to Workshop
   2.1 ‘Introduction to Health Research’ Workshop: A Background…… Page 6
   2.2 Solomon Islands…………………………………………………….. Page 7
   2.3 East Kwaio………………………………………………………… Page 7
   2.4 Atoifi Adventist Hospital and Atoifi College of Nursing……….. Page 8

3. Workshop Planning Process
   3.1 Aims of the Workshop…………………………………………………… Page 8
   3.2 Planning between AAH & James Cook University………………….. Page 8

4. The Workshop ……………………………………………………………… Page 10

5. Evaluating the Workshop ………………………………………………… Page 12

6. Lessons Learned
   6.1 Content…………………………………………………………………. Page 14
   6.2 Process…………………………………………………………………. Page 15

7. Recommendations
   7.1 Content…………………………………………………………………. Page 17
   7.2 Process…………………………………………………………………. Page 17

8. Research Systems: Developments to Date……………………………… Page 17

9. Conclusions………………………………………………………………... Page 19

10. References……………………………………………………………… Page 20

11. Appendices……………………………………………………………… Page 21
1. Executive Summary

In November 2008, the Dr Elmer Ribeyro Chief Medical Officer from Atoifi Adventist Hospital (AAH) requested James Cook University (JCU) to facilitate a health research workshop to assist in building research capacity at AAH and to explore collaborative research opportunities with JCU.

AAH and Atoifi College of Nursing (ACON) is situated in a remote area of East Kwaio, Malaita, Solomon Islands providing health services to approximately 10 000 people. Solomon Islands (SI) is an archipelago Pacific Island country with over 80% of Solomon Islanders living a subsistence lifestyle in village settings. Solomon Islands is re-establishing governance systems following ethnic tension which saw the breakdown of law and order during 1998 – 2003. Identified public health priorities for Solomon Islands include rural water supply, health centres and programmes to address tuberculosis, malaria, HIV/AIDS & Sexually Transmitted Infections and common childhood diseases.

The week-long ‘Introduction to Health Research’ workshop was attended by a 102 participants, including medical professionals (nurses, doctors, pharmacist, radiographer), auxiliary staff, nursing students, local school teachers and community leaders. The workshop included: an overview of health research, finding a research topic (including literature reviews) quantitative and qualitative research methods, writing and reporting of research results. Discussions were held in small groups about research, research theory and evidence-based practice, including interface with culturally specific knowledge and practices. Research projects undertaken by facilitators were presented to demonstrate research planning, methods and reporting.
Consistent with the active learning approach, participants were invited to develop a research synopsis on a research topic of their interest. This was discussed during the first day and then reported on by participants who wished to do so at the end of the week. Participants were also invited to gather qualitative data out of session time which was then coded and analyses as part of group learning. Limiting the success of the workshop was the limited infrastructure (two 4 hour periods of electricity, limited internet access, limited printing and photocopying facilities).

At the end of the workshop, participants reported an increase in knowledge and confidence about health research. Many had specific research plans. In the week following the Workshop the Atoifi Research Committee was established and the ethics application requirements of the Atoifi Administration Committee (ADCOM) are being reviewed. There has also been interest in the workshop at the national level, with research personnel from the Ministry of Health and Medical Services (MHMS) and Solomon Islands Medical Research and Training Institute (SIMTRI) expressing interest in extending such opportunities to other health researchers in Solomon Islands.

Recommendations for further advancing the workshop include a clear system of mentoring (at AAH/ACON, nationally and internationally) and greater system support for health research. There exists an opportunity to build upon this important beginning and provide greater opportunities for Solomon Islanders to plan, implement and report upon health research which improves health outcomes for people of Solomon Islands.
2. Background to Workshop

Health research by service providers in Solomon Islanders is an emerging field of work. Atoifi Adventist Hospital (AAH) and Atoifi College of Nursing (ACON) are currently prioritising health research capacity building to strengthen health research outputs from AAH/ACON.

2.1 ‘Introduction to Health Research’ Workshop: A Background

In September 2008, a senior nurse manager (Nashley Vazoto), a mental health nurse (James Asugeni) and a chief from East Kwaio (Esau Kekuabata) presented papers at the “Creating Futures Conference” in Cairns, Queensland, Australia. During this time the three were hosted by Dr David MacLaren and Associate Professor Alan Clough, public health researchers at James Cook University (JCU) and discussed the possibility of a research workshop being held at AAH. A need for further development of research skills for AAH and ACON staff was identified. There was also a desire to explore opportunities for collaborative research between AAH & JCU. On their return to AAH, the three discussed the possibility with Chief Medical Officer, Dr Elmer Ribeyro. In November 2008, Dr Ribeyro formally requested a research workshop on behalf of the AAH Administration Committee (ADCOM) (Appendix A). Associate Professor Alan Clough, Dr David MacLaren and Professor Rick Speare (School of Public Health, Tropical Medicine and Rehabilitation Sciences) were subsequently applied for and were awarded a JCU Research Infrastructure Block Grant which provided funding for the workshop. Michelle Redman-MacLaren was employed to co-ordinate the ‘Introduction to Health Research’ workshop in collaboration with AAH. Initial negotiations with AAH were undertaken with Dr Ribeyro. Responsibility for co-ordination for AAH was then passed to Dr Janella Solomon (Medical Officer, AAH) and Alwin Muse (Tutor, ACON).
2.2 Solomon Islands

Solomon Islands is a Pacific Island country of over 900 islands with the population of approximately 695,000 people[1]. Solomon Islands gained independence from Great Britain in 1978. More than 80% of the population live a village-based subsistence lifestyle, speaking over 70 indigenous languages[2]. Solomon Islands is an aid reliant nation which is emerging from civil unrest locally referred to as the ‘Tension’ (1999-2003)[3, 4]. The Australian led Regional Assistance Mission to Solomon Islands (RAMSI) arrived in 2003 and continues to operate in Solomon Islands (www.ramsi.org).

2.3 East Kwaio

East Kwaio is a remote area of East Malaita, Solomon Islands with relatively few government services or infrastructure. Approximately one third of the 10,000 people who live in East Kwaio practice ancestral religion, with the remaining two thirds practicing Christianity. The practice of these spiritual systems largely determines where a person from East Kwaio lives and how society is ordered [5-7]. People practicing ancestral religion live in the mountainous bush in small family sized hamlets and are known as “custom” people. Christians live in large villages of up to 500 people and are mostly located in the coastal areas. There are no urban centres within East Kwaio and no roads to Atoifi.
2.4 Atoifi Adventist Hospital (AAH) and Atoifi College of Nursing (ACON)

AAH is a 90 bed general hospital in East Kwaio, Malaita, Solomon Islands established by the Seventh-day Adventist (SDA) church in the 1966. Access to AAH is by mountain trails, canoe, ship or light aircraft. It provides medical and surgical services to over 10,000 people of East Kwaio. ACON is attached to the hospital. Students come from Solomon Islands and other Pacific Island countries to study nursing at ACON. AAH and ACON make considerable contributions to the reach and competency of health service across Solomon Islands. Many AAH and ACON staff are members of national health boards and committees, assisting in the development of nursing curricula and influencing the health agenda of the nation.

3. Workshop Planning Process

3.1 Aims of Workshop

AAH identified the following aims for the Research Workshop:

- Provide an overview of health research
- Teach us the rudiments (ABC) of research
- At the end of the workshop AAH would like to start some research projects
- AAH/ACON goal is that Atoifi will present at least a paper per year in national and/or international scientific meetings

3.2 Planning between AAH & JCU

In July 2009, Dr Janella Solomon (Medical Officer) and Alwin Muse (Tutor, ACON) were appointed the co-ordinators for the Workshop. JCU proposed a draft workshop outline...
(content developed in partnership with Professor Richard Speare, Associate Professor Alan Clough, Dr David MacLaren and Michelle Redman-MacLaren). This planning was undertaken via email, with one internet Skype meeting between Dr David MacLaren, Dr Janella Solomon, Alwin Muse and Michelle Redman-MacLaren to confirm arrangements, logistics and final adjustments to planned workshop content. This approach was transparent and had a mixture of insider and outsider perspectives[8].

The workshop process and content was developed utilising an action research approach[9, 10] underpinned by decolonising research methodologies[11-14]. Some of the AAH & JCU staff (DM, MRM & AM) had previously worked together (intermittently since 1992). In the context of these longstanding relationships, it was negotiated how JCU & AAH would work together, design and implement the requested workshop and how information about the workshop would be collected and communicated beyond immediate participants. There was agreement as to how the information jointly created could be used to inform any future action, including the importance of writing a workshop report and possibly sharing the lessons learned in a peer-reviewed journal. At time of writing this report, two manuscripts have been submitted to journals for review and possible publication. They are:

1. “We can move forward”: considering research directions based on Solomon Islands’ public health literature submitted to International Journal of Health Equity. Authors are: Michelle L. Redman-MacLaren (JCU), David J. MacLaren(JCU), Rowena Asugeni (DoN AAH), Chillion E Fa’anuabae (RN), Humpress Harrington (Principal ACON), Alwin Muse (Tutor ACON), Richard Speare (JCU), Alan R. Clough (JCU).

2. Research workshop to research work: learning lessons from a health research workshop on Malaita, Solomon Islands submitted to Bulletin of WHO. Authors
are: Michelle L. Redman-MacLaren (JCU), David J. MacLaren (JCU), Janella Solomon (MO AAH), Alwin Muse (Tutor ACON), Rowena Asugeni (DoN AAH), Humprress Harrington (Principal ACON), Esau Kekuabata (Chief/Health Worker East Kwaio), Richard Speare (JCU), Alan R. Clough (JCU).

Ethics approval for the Workshop was provided by AAH, JCU and Solomon Islands Ministry of Health & Medical Services (MHMS). The Workshop was discussed with MHMS employees and the Solomon Islands Training and Medical Research Institute (SIMTRI) in Honiara by AC, DM and MRM en route to AAH. An Information Sheet about the Workshop and the facilitators was distributed (Appendix B)

4. The Workshop

The Workshop was held 27 September- 1 October 2009 at AAH. 102 people participated with a variety of student, professional and community roles (Appendix C). Workshop participants came from AAH, ACON, nearby villages and schools in East Kwaio.

Workshop sessions were held in an ACON classroom in the mornings and a repeat session in the AAH chapel in the evenings. The ACON classroom provided community chiefs and leaders a culturally safe location and language as some practice ancestral religion and are unable to enter the hospital buildings used for childbirth[6]. The morning sessions were mostly facilitated in Solomon Islands Pijin and evening sessions in English. The workshop was
integrated into the fully functioning hospital, allowing for the continued care for patients and reducing costs for participant involvement.

The content of the Workshop included an overview of heath research, finding a research topic (including literature reviews), introduction to quantitative and qualitative methods and analysing quantitative and qualitative methods. Additionally, a presentation was made regarding the writing and reporting of research results (refer to Appendix D for full Workshop program; Appendix E for PowerPoint Notes).

Workshop Participants were introduced to the concept of a research synopsis and were invited to develop a synopsis during the course of the workshop (Appendix E). Those who completed synopses were invited to share them with colleagues during the last session of the workshop. The range of research topics identified included: TB, neo-natal cord infections, HIV/AIDS prevention, oral thrush in children, ethics processes, patient abscesses, reading skills in school children, nursing student participation in chapel, student absenteeism in a local school and hospital electricity demands.

Photo: Workshop Co-ordinator Alwin Muse sharing lessons learned with colleagues at the research workshop
5. Evaluating the Workshop

A continuous evaluation cycle was instituted throughout the workshop, consistent with the underpinning action research principles. On the first day, participants of the workshop were invited to share what they were hoping from the Workshop. This informed facilitators as to participants’ priorities (see Appendix G) and informed the evaluation of the workshop.

At the end of each session, participants were invited to undertake a simple, anonymous written ‘One Minute Reflection’ to reflect upon the content and process of the session [15] (Appendix H: One Minute Reflection). The questions in the One Minute Reflections (OMRs) were:

1. What was the most useful, meaningful or intriguing thing you learned during this session?

2. What question(s) remain uppermost in your mind as we end this session?

Workshop participant responses were examined and discussed by JCU facilitators and AAH co-ordinators. Subsequent sessions were adapted to meet the needs of the participants. A summary of the OMRs was then provided at the beginning of the next session, with opportunity for comments, questions and further discussion (Appendix I). It was not uncommon for a participant to identify a contribution as their own during the feeding back of the OMRs and elaborate on their question or comment. The response rate for submission of OMRs by workshop participants ranged from 56% (Day One Session 2) to 89% (Day Four Session 1).
A final evaluation exercise was undertaken during the last session of the research workshop. Focus Groups were facilitated by AAH workshop co-ordinators, senior AAH and ACON staff and a chief, allowing for an opportunity to develop focus group facilitation and recording skills and have small group discussions regarding the research workshop. JCU facilitators were not involved in the focus groups to allow for greater freedom of expression for participants.

Workshop participants discussed the following questions:

1. What was successful about the workshop (content and process)?
2. What could have been done differently to improve the workshop (content and process)?
3. What is the most significant change that has occurred for you since participating in the workshop?
4. Do you feel more confident to undertake research since participating in the workshop? Why?

Post the workshop, facilitators (MRM, DM, RA, HH, EK) critically evaluated both the content and process of the workshop. An Appreciative Inquiry methodology was employed [16].

Identified ‘life-giving’ elements of the workshop included:

- The number and diversity of people who participated in the workshop,
- Capacity of participants to undertake research
- The use of concrete, culturally accessible examples given, often in Pijin, to demonstrate research skills and discuss theoretical underpinnings.
- Pre-existing relationships
- Limited training opportunities at AAH/ACON meaning enthusiastic participation
- Research had been seen as something belonging to outsiders (white man) but the workshop demonstrated opportunities for Solomon Islanders to lead research

What could be?
An exploration of outstanding areas not fully covered in initial workshop (including health research ethics, theory of quantitative research and sampling)

Smaller groups working on their own research projects over a longer period (e.g. two weeks).

What should be?

- A follow up workshop within a year taught by research lecturers
- Research mentors supporting new researchers.

Sustaining these changes would require:

- Structural changes to research process at AAH
- Supported by national systems such as MHMS and other research institutes/institutions.

6. Lessons Learned

The lessons learned listed below have emerged from the OMRs, the focus groups evaluating the workshop (Appendix J), the comments made by co-ordinators and facilitators and informal comments and suggestions from participants.

6.1 Content

- Within the 102 participants, there was a wide range of exposure to research ideas and experience- from being introduced to the ideas about research for the first time to being published researchers. This meant content needed to suit a wide range of skills.

- The application of some research methodologies ideas from the workshop were contingent upon resources such as computers, electricity, limited internet, which may
not be available to all participants. Being made aware of these limitations through the continuous evaluation cycle informed the adaptation of subsequent session content.

- The research workshop encouraged some participants to investigate options for further study at tertiary institutions, including interest in studying at JCU. JCU International student prospectuses have since been sent upon request.
- There were reported attitude changes towards colleagues and community members as a result to being exposed to concepts such as ‘worldview’
- The step-by-step to establishing and undertaking research was not clear for some participants.

One participant wrote the following: “Problem here is Excel since I have no idea how to use a computer”. This sentiment was reflected in a number of other comments in the OMRs and informal conversations with workshop participants who had no computing skills, access to computers, electricity or other resources. The following ‘Quantitative Data Analysis’ sessions were presented using butchers paper allowing participants to observe cross-tabulation of variables without the needing to access a computer.

6.2 Process of the Workshop- How it was facilitated

- The cyclical evaluation radically changed the content and delivery of the workshop. The amount of content was reduced to allow for a fuller understanding and greater opportunity to apply the concepts to the local context. As a result of continuous evaluation, terminology was explained more fully explained, methods of facilitation adapted and technologies used for data gathering and analysis adapted to suit the local context.
- Reflecting upon the OMRs was time rich but provided an opportunity for JCU facilitators and AAH/ACON co-ordinators to work together to adjust the workshop material to be more relevant and accessible.
• The OMRs identified practical issues to be addressed such as lack of notes, due to no photocopying facilities and limited printer cartridges.

• Time was a limiting factor to the success of the project— one week was seen as too short by many participants.

• Handouts of workshop notes needed to be provided. This was a constant and recurring request. Participants could obtain electronic copies of the PowerPoint presentations, but due to the lack of photocopier and printing facilities, it was not possible to provide hard copies of the notes. This was difficult for most who had no or limited access to a computer. Subsequently, JCU had committed to proving participants with a copy of this workshop report, which includes workshop notes.

• Participants requested more constructive criticism by facilitators— this was hindered by large groups and short time frames.

• More participants wanted to be able to present their research ideas to the facilitators and fellow participants. Limited time, size and shape of the chapel meant the space conditions were not conducive to everyone having the opportunity to share.

• Community members could participate as the workshop was free to participants. The costs were covered by JCU, with in-kind support (accommodation for facilitators, venues for workshop etc) from AAH.

• Community participants made many sacrifices to participate including closing school classes and walking or paddling canoes for many hours each way to attend workshop sessions. There were many more people interested in attending.
7. Recommendations

7.1 Content

- Greater depth for future workshops, including addressing in detail important research issues such as sampling, writing research reports, publishing articles etc.

- Utilising a real life research example throughout the duration of the workshop would make the process and content more real and accessible.

- Follow up workshops needs to be simple and example research grounded within the cultural context.

- Greater discussion about Research Ethics, including the various philosophical underpinnings, the processes and practical example of ethics applications.

7.2 Process

- Research mentors will be required with so many new researchers wanting to become active. There will also be a need for ongoing support of these mentors.

- Support required for the newly emerging research systems at AAH/ACON including the AAH Research Committee and the Ethics Committee (Atoifi Administration Committee).

- Follow up workshops should use a more suitable venue, with smaller groups at any one time.

8. Research System Developments to Date

AAH launched a Research Committee on 5 October 2009, consisting of seven members from AAH, ACON and community members. They are:

1. Dr Janella Solomon (Medical Officer, Chairperson)
2. Hemaimah Toloka (Registered Nurse, Secretary)
3. James Asugeni (Registered Nurse -Mental Health)
4. Alec Bebesia (Principal, Waneagu School)
5. Larissa Katovai (Registered Nurse)
6. Esau Kekeubata (Chief/Health Worker)
7. Alwin Muse (Tutor, ACON)

The established Aims of the Research Committee are:

1. To maintain and develop the capacity-building of the hospital and the community in doing research.
2. To begin the network with James Cook University to create and assist the Research Committee in facilitating any research processes initiated in and around Atoifi.

The objectives are:

1. To help students/staff of Atoifi Adventist Hospital knowhow to do health related research.
2. To assist and develop partnership with the communities to participate in any field of research.
3. To identify and address health related issues both in the hospital and in the communities.
4. To use information obtained from health related research to guide Atoifi Adventist Hospital and Solomon Islands Ministry of Health to control particular health-related issues in East Kwaio/Malaita province.
5. To inform policy makers to make sound health-related decisions.
The Research Committee also has draft ‘Job Description’ duties for its members, which is working on at time of writing. The Research Committee will complement the ADCOM members who hold responsibility for the approving the Ethics applications for research projects at AAH and ACON.

9. Conclusions

AAH and ACON have actively sought support for developing a research agenda, supporting systems and have clearly identified ongoing support. The invitation from AAH to JCU to facilitate a health research workshop extended has resulted in greater knowledge of health research by staff, students, chiefs and community leaders in East Kwaio. It has enhanced the acceptability of health research in East Kwaio and has led to the development of health research systems at AAH that had not previously existed. Opportunities exist for greater collaboration with national and international health and research institutions including the Ministry of Health and Medical Services (MHMS) and Solomon Islands Medical Training and Research institute (SIMTRI).
10. References

11. Appendices

Appendix A: Request to JCU for ‘Introduction to Heath Research’ Workshop…………………………………………………….. page 22
Appendix B: Research Workshop Information Sheet …………………... page 23
Appendix C: Participant List 'Introduction to Health Research' Workshop.. page 24
Appendix D: Detailed Workshop Program……………………………… page 26
Appendix E: Research Synopsis……………………………………….. page 31
Appendix F: PowerPoint Notes………………………………………… page 33
Appendix G: What do you hope for from this Workshop?............... page 58
Appendix H: ‘One Minute Reflection’ Evaluation Tool……………….. page 61
Appendix I: Summary of Feedback re ‘One Minute Reflections’…….. page 62
Appendix J: Evaluation of Research Workshop: Focus Group Notes…. page 71
Appendix K: Certificate of Participation………………………………. page 76
APPENDIX A:

27 November 2008

Dr. Allan Clough
Associate Professor
James Cook University
Cairns, AUSTRALIA

Dear Sir:

On behalf of the Atoifi Adventist Hospital Administration I have the privilege to write you this letter asking for you kindly consideration on the possibilities of conducting a workshop on Health Research Methodologies at our Hospital in the near future.

This workshop would be targeted to our Nurses and other Professionals who would be willing to engage in this type of activities. The Hospital ADCOM members and myself are more than willing to give all the necessary support to them within our limitations.

Just for your information I would like to tell you that most of our staff is comprised of under 40 years people with a lot of energy and a great potential for great tasks if advised and assisted properly unfortunately they lack knowledge and experience on this matter.

Therefore we consider that a workshop of this nature in our Hospital will be great incentive that will act as a spring-board to launch our young people into this fascinating and rewarding field.

We look forwards to have your positive answer very soon.

Yours,

Dr. Elmer R. Ribeyro
Chief Medical Officer
cc. Dr. David MacLaren
Background

In November 2008 Atoifi Adventist Hospital Administration formally requested the School of Public Health, Tropical Medicine and Rehabilitation Sciences at James Cook University to facilitate an introductory health research workshop for staff and students. A small Grant was provided by James Cook University to plan and deliver the workshop which will be held 27 September – 1 October 2009.

The health research workshop will cover the basic steps in planning, conducting and reporting research. Content will include:

- What is research and why do it?
- Finding a research topic
- Planning research
- Ethics requirements
- Quantitative methods (collection and analysis)
- Qualitative methods (collection and analysis)
- Reporting research
- Developing Research Infrastructure and Support Systems

Workshop Facilitators

**Professor Rick Speare:** Rick is a Professor with the School of Public Health, Tropical Medicine and Rehabilitation Sciences and Director of the Anton Breinl Centre for Public Health and Tropical Medicine. His main interest is in infectious diseases and their control. His areas of special expertise are human parasitology and amphibian diseases.

**Associate Professor Alan Clough:** Alan is an Associate Professor with the School of Public Health, Tropical Medicine and Rehabilitation Sciences. His main interest and expertise is in community epidemiology, particularly in drug and alcohol issues in rural and remote communities.

**Dr David MacLaren:** David is a researcher with the School of Public Health, Tropical Medicine and Rehabilitation Sciences. He has worked and researched at and around Atoifi Hospital since 1992. His main interest and expertise is in how to incorporate local socio-cultural understanding of health into public health programs.

**Ms Michelle MacLaren:** Michelle is a research officer with the School of Public Health, Tropical Medicine and Rehabilitation Sciences and is teaching community work in School of Arts and Social Science. Her main interest and expertise is community development, human service management and HIV prevention in the Pacific.

Contact: Dr David MacLaren david.maclaren@jcu.edu.au +61 7 40421658
Dr Elmer Ribeyro yakapus@gmail.com +677 41102
Appendix C:

Participant List 'Introduction to Health Research' Workshop 27 Sept-1 October 2009
102 Participants

<table>
<thead>
<tr>
<th>NAME</th>
<th>POSITION</th>
<th>NAME</th>
<th>POSITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adam Lekefarsia</td>
<td>Community Leader</td>
<td>John Gwala</td>
<td>Microscopist</td>
</tr>
<tr>
<td>Alex Vavozo</td>
<td>SN</td>
<td>John Mark</td>
<td>SN</td>
</tr>
<tr>
<td>Alick Bebesia</td>
<td>Teacher</td>
<td>John Wakageni</td>
<td>RN</td>
</tr>
<tr>
<td>Alwin Muse</td>
<td>Tutor</td>
<td>Jonathon Pitamama</td>
<td>SN</td>
</tr>
<tr>
<td>Angelina Menapa</td>
<td>SN</td>
<td>Joseph Wakageni</td>
<td>Teacher</td>
</tr>
<tr>
<td>Angelo Flores</td>
<td>Pharmacist</td>
<td>Joy Binaforoau</td>
<td>SN</td>
</tr>
<tr>
<td>Betty Moses</td>
<td>SN</td>
<td>Judith Moutoa</td>
<td>Office Assistant</td>
</tr>
<tr>
<td>Bradley Amos</td>
<td>SN</td>
<td>Kevin Gorapaua</td>
<td>SN</td>
</tr>
<tr>
<td>Buxton Ri’imanana</td>
<td>Pastor</td>
<td>Kiki Riannaba</td>
<td>SN</td>
</tr>
<tr>
<td>Calvin Taro</td>
<td>SN</td>
<td>Kolish Koli</td>
<td>SN</td>
</tr>
<tr>
<td>Cecelia Houaimane</td>
<td>RN (Operating Theatre)</td>
<td>Korina Lapo</td>
<td>SN</td>
</tr>
<tr>
<td>Charles Russell</td>
<td>SN</td>
<td>Kwalutafe Paul</td>
<td>Chief Cook</td>
</tr>
<tr>
<td>Chesley Ngatuki</td>
<td>SN</td>
<td>Laete’esafi</td>
<td>Chief</td>
</tr>
<tr>
<td>Chillion Evan</td>
<td>RN</td>
<td>Larissa Katovai</td>
<td>RN</td>
</tr>
<tr>
<td>Christina Kwaiga</td>
<td>SN</td>
<td>Lawrence Legumana</td>
<td>SN</td>
</tr>
<tr>
<td>Christopher Jimaru</td>
<td>RN</td>
<td>Lawrence Newton</td>
<td>Community Leader</td>
</tr>
<tr>
<td>Clarice Ben</td>
<td>SN</td>
<td>Lee Figua</td>
<td>Pastor</td>
</tr>
<tr>
<td>Daisy Liku</td>
<td>RN</td>
<td>Lester Newton</td>
<td>Electrician</td>
</tr>
<tr>
<td>Daisy Liku</td>
<td>RN</td>
<td>Linda Lotu</td>
<td>SN</td>
</tr>
<tr>
<td>Desina Fawcett</td>
<td>RN</td>
<td>Loismah Liku</td>
<td>Student Nurse (SN)</td>
</tr>
<tr>
<td>Dr Elmer Ribeyro</td>
<td>Surgeon</td>
<td>Loreti Balose</td>
<td>SN</td>
</tr>
<tr>
<td>Eljean Tobata</td>
<td>SN</td>
<td>Lovety Bakele</td>
<td>SN</td>
</tr>
<tr>
<td>Ellen Ati</td>
<td>SN</td>
<td>Lucy Taolo</td>
<td>RN</td>
</tr>
<tr>
<td>Elmah Muse</td>
<td>Midwife</td>
<td>Madolyn Gua</td>
<td>Clinical Instructor</td>
</tr>
<tr>
<td>Elton Tuimi</td>
<td>SN</td>
<td>Matrina Penevolomo</td>
<td>SN</td>
</tr>
<tr>
<td>Elvi Naki</td>
<td>SN</td>
<td>Matthew Houaimane</td>
<td>Probationer Nurse</td>
</tr>
<tr>
<td>Elvinah Telamo</td>
<td>SN</td>
<td>Maxwell Kaefia</td>
<td>Teacher</td>
</tr>
<tr>
<td>Emmy Pitakere</td>
<td>RN</td>
<td>Melinda Dixie</td>
<td>SN</td>
</tr>
<tr>
<td>Encie Gordon</td>
<td>SN</td>
<td>Melissa Belden</td>
<td>SN</td>
</tr>
<tr>
<td>Endrie Kobata</td>
<td>SN</td>
<td>Nashley Vozoto</td>
<td>RN</td>
</tr>
<tr>
<td>Esau Kekeubata</td>
<td>Chief</td>
<td>Nella Tokotoko</td>
<td>SN</td>
</tr>
<tr>
<td>Fawcett Kilivisi</td>
<td>Laboratory Technician</td>
<td>Nezalyn Meteata</td>
<td>SN</td>
</tr>
<tr>
<td>George Wicky</td>
<td>Mechanic</td>
<td>Noldy Laubasi</td>
<td>Teacher</td>
</tr>
<tr>
<td>Gilson Fangaria</td>
<td>RN</td>
<td>Philis Au</td>
<td>SN</td>
</tr>
<tr>
<td>Glynah Vaekava</td>
<td>SN</td>
<td>Priscilla Falebo</td>
<td>SN</td>
</tr>
<tr>
<td>Hemaemah Toloka</td>
<td>RN</td>
<td>Rachel Parafea</td>
<td>Registered Nurse (RN)</td>
</tr>
<tr>
<td>Huilyn Vozoto</td>
<td>RN</td>
<td>Relmah Harrington</td>
<td>RN/Nursing Tutor</td>
</tr>
<tr>
<td>Humphress Harrington</td>
<td>Principal CoN</td>
<td>Rex Kera</td>
<td>SN</td>
</tr>
<tr>
<td>Isaiah Paul</td>
<td>Community Leader</td>
<td>Rose Kera</td>
<td>SN</td>
</tr>
<tr>
<td>Name</td>
<td>Position</td>
<td>Name</td>
<td>Position</td>
</tr>
<tr>
<td>--------------------</td>
<td>-------------------------------</td>
<td>--------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>Jackson Waneagea</td>
<td>Chief</td>
<td>Rose Mekeri</td>
<td>RN</td>
</tr>
<tr>
<td>James Asugeni</td>
<td>Instructor</td>
<td>Rowena Asugeni</td>
<td>Director of Nursing</td>
</tr>
<tr>
<td>Janella Solomon</td>
<td>Medical Officer</td>
<td>Sandra Popona</td>
<td>SN</td>
</tr>
<tr>
<td>Janet Miki</td>
<td>SN</td>
<td>Sharon Tefenoli</td>
<td>Student/Minute Taker</td>
</tr>
<tr>
<td>Jay Fanaforau</td>
<td>SN</td>
<td>Sheryl Aitora</td>
<td>SN</td>
</tr>
<tr>
<td>Jeff Laisy</td>
<td>Teacher</td>
<td>Thomson Erimae</td>
<td>Teacher</td>
</tr>
<tr>
<td>Jeffry Fisango</td>
<td>Community Leader</td>
<td>Titimi Elton</td>
<td>SN</td>
</tr>
<tr>
<td>Jeptha Tallana</td>
<td>Church Administrator</td>
<td>Tony Igeni</td>
<td>Teacher</td>
</tr>
<tr>
<td>Jivi Mele</td>
<td>SN</td>
<td>Tracey Joab</td>
<td>SN</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tracey Matan</td>
<td>Probationer Nurse</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Umalyn Ghanny</td>
<td>SN</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Vera Reuben</td>
<td>RN</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Wayne Silas</td>
<td>Radiographer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Willie Sufu'a</td>
<td>Pastor/Comm leader</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Zinita Logara</td>
<td>SN</td>
</tr>
</tbody>
</table>
# APPENDIX D: Atoifi Research Workshop Program

**Malaita, Solomon Islands**  
27 September- 1 October 2009

## SUNDAY 27 SEPTEMBER- INTRODUCTION TO HEALTH RESEARCH

<table>
<thead>
<tr>
<th>Time</th>
<th>Facilitator</th>
<th>Topic</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:00am</td>
<td>DM</td>
<td>Welcome &amp; Introductions: Name, role, research interest/experience</td>
<td></td>
</tr>
<tr>
<td>11:00am</td>
<td>AC/DM</td>
<td>Research: An Overview</td>
<td>Data Projector &amp; computer</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>BREAK 10 mins</strong></td>
<td></td>
</tr>
<tr>
<td>11:30am</td>
<td>AC/DM</td>
<td>Sharing Experience of &amp; Types of Research RS, AC, DM, JA, HH, EK, MM,</td>
<td>Data Projector &amp; computer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>others</td>
<td></td>
</tr>
<tr>
<td>12:15-12:30pm</td>
<td>MM</td>
<td>Review Session: Share with partner “Research is…”; introduce One Minute</td>
<td>OMR handouts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reflections (OMR)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>BREAK</strong></td>
<td></td>
</tr>
<tr>
<td>2:00pm</td>
<td>DM</td>
<td>What hope for from Workshop &amp; overview of week’s proposed program</td>
<td>Workshop Outline</td>
</tr>
<tr>
<td></td>
<td></td>
<td>including opportunities for real outcomes i.e. develop a research</td>
<td>Butcher’s paper, pens,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>synopsis, co-author an article etc</td>
<td>blue tak etc; Research</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Synopsis handout</td>
</tr>
<tr>
<td>2:30pm</td>
<td>AC</td>
<td>Describing the Research Process: finding topic, planning, ethics, data</td>
<td>Data Projector &amp; computer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>collection, analysis and reporting research</td>
<td></td>
</tr>
<tr>
<td>3:15pm</td>
<td>MM</td>
<td>Literature Review: description process, findings for Solomon Islands,</td>
<td>Data Projector &amp; computer;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>application to Atoifi’s research agenda</td>
<td>List for involvement in</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>authoring/involvement in</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Focus group re Lit</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Review applicability</td>
</tr>
<tr>
<td>3:45-4:00 pm</td>
<td>DM</td>
<td>Review of session &amp; OMR</td>
<td>OMR handouts</td>
</tr>
</tbody>
</table>
### MONDAY 28 SEPTEMBER 2009- QUANTITATIVE RESEARCH

<table>
<thead>
<tr>
<th>Time</th>
<th>Facilitator</th>
<th>Topic</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:30am</td>
<td>AC</td>
<td>Quantitative research -Basics of quantitative methods -contextualising differences between quantitative and qualitative research</td>
<td>Data Projector &amp; computer</td>
</tr>
<tr>
<td>11:30</td>
<td>AC</td>
<td>HOMEWORK: Collect basic quantitative data e.g. height weight data from patient records</td>
<td></td>
</tr>
<tr>
<td>11:45-12 noon</td>
<td>DM/MM</td>
<td>Summary of Session &amp; OMR</td>
<td></td>
</tr>
<tr>
<td>BREAK: AC/DM/MM available for individual or small group discussions; MM Focus Group re Impact Lit review</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6:30pm</td>
<td>AC</td>
<td>Quantitative research -Basics of quantitative methods -contextualising differences between quantitative and qualitative research</td>
<td>Data Projector &amp; computer</td>
</tr>
<tr>
<td>8:30pm</td>
<td>AC</td>
<td>HOMEWORK: Collect basic quantitative data e.g. height weight data from patient records</td>
<td></td>
</tr>
<tr>
<td>8:45-9:00pm</td>
<td>DM/MM</td>
<td>Summary of Session &amp; OMR</td>
<td></td>
</tr>
</tbody>
</table>
### TUESDAY 29 SEPTEMBER 2009 – QUALITATIVE RESEARCH

<table>
<thead>
<tr>
<th>Time</th>
<th>Facilitator</th>
<th>Topic</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:30</td>
<td>DM</td>
<td>What people have done/observed, Comparison table: quantitative/qualitative</td>
<td>Data Projector &amp; computer</td>
</tr>
<tr>
<td>10:00</td>
<td>MM/DM</td>
<td>Major data gathering tools of qualitative research: observations, in-depth interviews, focus groups, surveys (open-ended questions) and document reviews</td>
<td>Data Projector &amp; computer, ‘Researcher Observation’ handout, ‘Focus Group’ handout</td>
</tr>
<tr>
<td>11:00</td>
<td>DM</td>
<td>What we do with Qualitative research data- do and don’t do; mixed methods application to health sciences; triangulation</td>
<td>Data Projector &amp; computer</td>
</tr>
<tr>
<td>11:30</td>
<td>MM</td>
<td>HOMEWORK: Observation exercise and interviewing fellow workshop participants</td>
<td>Handout: Three evaluative questions re the Workshop</td>
</tr>
<tr>
<td>11:45</td>
<td>AC</td>
<td>Summary: Reflect content and OMR</td>
<td>OMR handouts</td>
</tr>
</tbody>
</table>

**BREAK AC/DM/MM available for individual or small group discussions**

<table>
<thead>
<tr>
<th>Time</th>
<th>Facilitator</th>
<th>Topic</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>6:30pm</td>
<td>DM</td>
<td>What people have done/observed, Comparison table: quantitative/qualitative</td>
<td>Data Projector &amp; computer</td>
</tr>
<tr>
<td>7pm</td>
<td>MM/DM</td>
<td>Major data gathering tools of qualitative research: observations, in-depth interviews, focus groups, surveys (open-ended questions) and document reviews</td>
<td>Data Projector &amp; computer, ‘Researcher Observation’ handout, ‘Focus Group’ handout</td>
</tr>
<tr>
<td>8pm</td>
<td>DM</td>
<td>What we do with Qualitative research data- do and don’t do; mixed methods application to health sciences; triangulation</td>
<td>Data Projector &amp; computer</td>
</tr>
<tr>
<td>8:30pm</td>
<td>MM</td>
<td>HOMEWORK</td>
<td>Handout Three evaluative questions re the Workshop</td>
</tr>
<tr>
<td>8:45pm</td>
<td>AC</td>
<td>Summary: Reflect content and OMR</td>
<td>OMR handouts</td>
</tr>
</tbody>
</table>
### WEDNESDAY 30 SEPTEMBER 2009 - ANALYSING DATA

<table>
<thead>
<tr>
<th>Time</th>
<th>Facilitator</th>
<th>Topic</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:30am</td>
<td>AC</td>
<td>Calculations and Data Management</td>
<td>Data Projector &amp; computer</td>
</tr>
<tr>
<td>10:30am</td>
<td>DM/EK/MM</td>
<td>Analysing Qualitative Data: Stages of data analysis e.g. coding data; in pairs code themes emerging from interviews with colleagues re workshop</td>
<td></td>
</tr>
<tr>
<td>11:45-12 noon</td>
<td>AC</td>
<td><strong>Summary</strong> of Session &amp; OMR</td>
<td></td>
</tr>
<tr>
<td>BREAK: MM Focus Group re Impact Lit review; AC/DM Discussion re research</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Synopsis</strong></td>
<td></td>
</tr>
<tr>
<td>6:30pm</td>
<td>AC</td>
<td>Calculations and Data Management</td>
<td>Data Projector &amp; computer</td>
</tr>
<tr>
<td>8:30pm</td>
<td>DM/EK/MM</td>
<td>Analysing Qualitative Data: Stages of data analysis e.g. of coding data; in pairs code themes emerging from interviews with colleagues re workshop</td>
<td></td>
</tr>
<tr>
<td>8:45-9:00pm</td>
<td>AC</td>
<td><strong>Summary</strong> of Session &amp; OMR</td>
<td></td>
</tr>
</tbody>
</table>
### THURSDAY 1.10.09 - REPORTING RESEARCH; RESEARCH COLLABORATION

<table>
<thead>
<tr>
<th>Time</th>
<th>Facilitator</th>
<th>Topic</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:30am</td>
<td>AC/DM/MM</td>
<td>Reporting quantitative &amp; qualitative research</td>
<td>Data Projector &amp; computer</td>
</tr>
<tr>
<td>10:30 - 11:00am</td>
<td>AC</td>
<td>Presentation of Research Synopsis by local researchers</td>
<td></td>
</tr>
<tr>
<td>11:30</td>
<td>Co-facilitators/co-authors</td>
<td>Evaluation of Workshop-Focus Group facilitated by co-researchers</td>
<td>Workshop Evaluation Surveys</td>
</tr>
<tr>
<td><strong>BREAK: AC/DM/MM Discussion re Research Synopsis</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:30pm</td>
<td>AC/DM/MM</td>
<td>Reporting quantitative &amp; qualitative research</td>
<td>Data Projector &amp; computer</td>
</tr>
<tr>
<td>4:30 - 5pm</td>
<td>AC</td>
<td>Presentation of Research Synopsis by local researchers</td>
<td></td>
</tr>
<tr>
<td>5:00 - 5:30pm</td>
<td>Co-facilitators/co-authors</td>
<td>Evaluation of Workshop-Focus Group facilitated by co-researchers</td>
<td>Workshop Evaluation Surveys</td>
</tr>
<tr>
<td>7:00 - 9:30pm</td>
<td>DINNER</td>
<td>Thank yous and endings</td>
<td>Certificates of Participation</td>
</tr>
</tbody>
</table>

### FRIDAY 2.10.09

AC depart Atoifi (am) POST WORKSHOP FOLLOW UP

<table>
<thead>
<tr>
<th>Time</th>
<th>Facilitator</th>
<th>Topic</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00am - 5pm</td>
<td>DM/MM</td>
<td>Supporting progression of research synopses, development of possible articles to be co-published with Atoifi staff (including analysis of evaluation data), outstanding questions from the Workshop etc</td>
<td>Computers, copies research articles,</td>
</tr>
</tbody>
</table>
APPENDIX E:

Health Research Workshop
Atoifi Adventist Hospital
Malaita, Solomon Islands
27 September – 1 October 2009

Research Synopsis

Participant Name:__________________________________

Area of Research Interest: ________________________

Research Aims:____________________________________
___________________________________________________
___________________________________________________

Research Question: ________________________________
___________________________________________________
___________________________________________________

Study Setting:____________________________________
___________________________________________________
___________________________________________________

Background and Need for Research:__________________
___________________________________________________
___________________________________________________

Study Methods:____________________________________
___________________________________________________
___________________________________________________

Resources Required:_______________________________

Personnel Required:_______________________________

Data Analysis:____________________________________
___________________________________________________

Possible Outcomes:________________________________
Significance of Outcomes:
APPENDIX F: PowerPoint Presentations

Health Research Workshop
Atiifi Adventist Hospital
27 September – 1 October 2009
Welcome and Introduction

Conception and Planning of Workshop
- Atiifi leaders visit to JCU Sept 2009
- Discussion about research at Atiifi Adventist Hospital
- Request from Medical Superintendent to JCU for workshop
- Funding for workshop from JCU

Structure of Workshop
- Sunday: Introduction to Research and describing Research Process
- Monday: Quantitative Research Methods
- Tuesday: Qualitative Research Methods
- Wednesday: Analysing Research data
- Thursday: Reporting Research results

Introductions
Workshop participants
- Name
- Role at work or community
- Any involvement in research

Sunday: 10:00am – 4:00pm
Mon – Thurs: 9:30 – 12:00am or 6:30 – 9:00pm
What is Research?

Research is

“the ORGANISED quest for NEW KNOWLEDGE, based on curiosity or on perceived needs”

Last 1995

Geaining Knowledge

Main goal of research is gathering and interpreting information to answer questions:

What kind of patient completes their TB treatment?
What do patients understand about malaria prevention?
Why do patients from the mountains need a special house at Alofee?
What are the mental health issues for coastal Christians?
Can changing a treatment regime improve health outcomes?
What are the health implications of rising sea level on Malaita?

The Scientific Method

“METHOD” refers to a systematic procedure for carrying out an activity to acquire knowledge.

Method implies rules which specify:
• HOW knowledge should be acquired.
• The FORM in which knowledge should be stated.
• How TRUTH or FALSITY of the knowledge should be evaluated.

The Scientific Method

Basic elements of the scientific method include:

SCEPTICISM
Any proposition or statement is open to doubt and analysis.

DETERMINISM
Events occur according to regular laws and causes.

EMPIRICISM
Enquiry ought to be conducted through observation and verified through experience.

The Scientific Method

Observations → Hypotheses → Theories

The failure to falsify a falsifiable hypothesis is the best support for its verity.
Karl Popper 1902 - 1994
What is Theory?

A THEORY is a set of statements that explain a set of facts giving them a structure.

A theory is used to describe, predict and explain events or behaviours.

Examples:
- Germ theory
- Spiritual theories
- Origin of the world

Why bother about research?

- The essence of a profession.
- Index of the vitality and soundness of a profession.
- Identifies the professional stature of professionals.
- Contributes to a body of knowledge, continuous flow of new ideas and review of old ideas.

MAJOR VEHICLE BY WHICH A PROFESSION ADVANCES

Why Research?

‘EVIDENCE-BASED PRACTICE’

Is the process of systematically finding, appraising, and using contemporaneous research findings as the basis for work.

Rossetti and Donald 1995

Why Research?

- What research have you done?

- Examples of research projects:
  - AC – Cannabis (marijuana)
  - DM – Bush Ward
  - JCU/PAU – HIV Prevention

Sharing Experience of Research

Time for sharing stories about experience of research as ‘researcher’ or ‘researched’
What do you hope for from this workshop?

In pairs or small groups discuss and write down what you want to gain from this workshop.

Research Synopsis

1 Page Research Synopsis

To help develop and structure ideas about research during the workshop.

Share your research synopsis with group on Thursday.

Use as basis to develop research plan

Kava

What is it?
Why do humans use it?
Where did it come from?
How did it get here?
How do Aboriginal people use it?
How much?
Problems and concerns raised?

Alan Clough

Kava (Piper methysticum)

‘Intoxicating pepper’

Used in the Pacific for centuries

- Anxiolytic, muscle relaxant
- Kava lactones (kava); bioregulators
- Ceremony, ritual, traditional

- Arnhem Land 1912
- Economic impacts
- Kava hepatopathy
- Weight loss
- Social impact

- Liver injury

2 cases of hepatitis B, New Caledonia, 1 Mencombe

Research: Kava, M. Koffi

Eur J Clin Pharmacol 2003; 59: 103-4

Legal and illegal kava in Arnhem Land

Illegal kava 70g (minimum $250/kg)

Licensed kava 100g ($150/kg)

Photographs: Sean Wallis
Kawa, awa, sakau, wati, tigwa, yaqona

2500-3000 years of plant breeding

Went to all parts of the Pacific - Europeans first came to know kava just over 200 years ago
An effective anxiolytic – few side effects like those of benzodiazepines

Effective anxiolytic
- Poller and Ernst. BMJ. 2001;323:5, 2001. apples software
- 'world drug'
- Levet et al. Kava the Pacific Divir
  1907

Kuru: men vs women. Arvan Land population (2004-05, n=499, age=15 years)
Kava drinking and health

Health effects?
- cardiovascular
- infections/immunity
- changed liver function
- skin changes, changes in BMI and body fat
- neuropsychological effects

Cross-sectional study March 2000
- 101 people (55 male, 35 female)
- Assessments
  - physical and anthropometric
  - biochemical
  - haematological
  - immunological
  - neurocognitive
- Case control studies 1992-97
  - 1600 people (equal males and females)
What we didn’t find

Across kava using groups
- Markers of a x risk (C-reactive protein, homocysteine) generally elevated
- Immune globulins generally elevated
- Functional equivalence of neuropsychological assessments
- Nutritional markers (antioxidants and micronutrients) low but equivalent

Risk factor studies
- Pneumonia admissions were kava users (OR=2.2, 0.7, 7.1) – Cannabis (RR=2.3, 1.2, 4.4) – Alcohol (RR=2.5, 1.1, 5.6)
- IMH admissions were kava users (RR=1.8, 0.8, 4.6) – Tobacco (RR=4.0, 1.1, 14.5)

Effects mainly acute and reversible

Why do a Literature Review?

- The purpose of a literature review is to describe, summarise, evaluate, clarify and/or integrate the content of primary reports. A literature review does not report new primary data.
- Helps you be clear about what work has already been done by others

Source: http://cms.jcu.edu.au/locmp/oz/JCPHRD_026319

Questions to ask when undertaking a Literature Review

- Defining the topic - what is it that I need to know more about?
- Where does it fit in the research process?
- How will the Lit Review be of use when developing an understanding and when explaining/inviting participation in the research I do?

Steps to Take

- Develop a way of tracking your searches - need to document what search terms you used, the dates you searched, the search engines you used
- Two ways to search: ‘Bottom Up’ (clear about your specific topic) or ‘Top Down’ (general interest with no specific focus)
Solomon Islands Literature Review: An Example

- Search term primarily ‘Solomon Islands’
- Searched 3 identified databases: PubMed, PsychINFO and Scopus
- Tracked all searches including duplicates found in databases etc

Results

- PubMed (349), PsychINFO (4) and Scopus (106)
- Once accounting for duplications and exclusionary criteria 223 articles remained.

Example

- Example of PubMed search—accessible to everyone
- Google Scholar—freely available
- Some databases need to have subscription to

Analysis of articles by type

- Categories of Publication Type
  - RM Research Measurement
  - RD Research Descriptive (including case studies)
  - RI Research Intervention
  - R Reviews
  - D Description of programs
  - C Commentaries/Discussion papers
  - I Insufficient Info

Application to Atoifi

- Knowledge emerges only through the invention and re-invention, through the restless, impatient, continuing, hopeful inquiry human beings pursue in the world, with the world and with each other.
- Importance of praxis i.e. continual critical reflection upon both linking theory and practice

— Paulo Freire
Your response

- Your initial reactions?
- How might this process help you as a current/future researcher?
- Are there gaps in this Literature Review that you know about?
- What research opportunities (types and topics) stand out for you?

Two JCU resources for getting started on a Literature Review

- Graduate School Workshop 3: https://egrss.jcu.edu.au/workshops/international-bridging-program/workshop-notes/workshop-3-literature-reviews

Example Research Synopsis

Health Research Workshop
Aitifi Adventist Hospital

Top End Tobacco Project
Example Research Synopsis

Area of Research Interest:
Tobacco Smoking

Research Aim:
Investigate tobacco use in Indigenous Australian Communities in Northern Territory

Example Research Synopsis

Research Questions:
1. How many people smoke tobacco?
2. What is the Breath Carbon Monoxide Level of study participants?
3. Why did study participants start smoking?

Example Research Synopsis

Study Setting:
3 remote Aboriginal Communities in Northern Territory

Background and Need for Research:
51% Indigenous Australians smoke compared with 10% general Australian population. Previous studies show higher prevalence smoking in remote communities. Government funding tobacco control programs for Indigenous Australians.
Example Research Synopsis

Study Methods:
Community Based Survey – questionnaire
Breath Carbon Monoxide test in community

Resources Required:
5 year project – funded by National Health and Medical Research Council

Example Research Synopsis

Personnel Required:
University Researchers – planning, data collection, analysis and reporting
Community Research Assistants – surveys and BCO test

Data Analysis:
Comparing smoking rates at start and finish of study.

Example Research Synopsis

Possible Outcomes:
Document the prevalence of tobacco smoking in 3 study communities
Document Breath Carbon Monoxide level of study participants
Understand why people start smoking in study communities

Significance of Outcomes:
Able to use research findings to inform tobacco control policy and programs in remote Aboriginal communities
COMMUNITY ACTION ON TOBACCO

Aim: To increase the number of tobacco smokers who:
- Think about quitting
- Want help to quit
- Cut down smoking
- Quit smoking

Smoking in Australia

How do ‘Top End’ Aboriginal communities compare today?

More tobacco related illness
- Heart disease
- Stroke
- Cancers
- Low birth weight
- Diabetes
### Smoking - example questions

Indigenous Australians

- Participant number ....
- Male or female ....

Do you smoke tobacco?
If 'yes', why did you start smoking?
Would you please provide a breath carbon monoxide (BCO) test? .... (reading)

### Data analysis

#### Number of smokers - prevalence

<table>
<thead>
<tr>
<th></th>
<th>Smoker</th>
<th>Non-smoker</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number</strong></td>
<td>264</td>
<td>56</td>
<td>320</td>
</tr>
<tr>
<td><strong>Proportion (%)</strong></td>
<td>82%</td>
<td>18%</td>
<td>100%</td>
</tr>
</tbody>
</table>

### Smoking by gender

#### Smoker

<table>
<thead>
<tr>
<th></th>
<th>Smoker</th>
<th>Non-smoker</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Men</strong></td>
<td>146</td>
<td>31</td>
<td>177</td>
</tr>
<tr>
<td><strong>Women</strong></td>
<td>118</td>
<td>25</td>
<td>143</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>264</td>
<td>56</td>
<td>320</td>
</tr>
</tbody>
</table>

#### Non-smoker

<table>
<thead>
<tr>
<th></th>
<th>Smoker</th>
<th>Non-smoker</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Men</strong></td>
<td>82%</td>
<td>18%</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Women</strong></td>
<td>93%</td>
<td>17%</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>92%</td>
<td>10%</td>
<td>100%</td>
</tr>
</tbody>
</table>
Smoking by gender

Breath carbon monoxide levels in men

Breath carbon monoxide levels in women

Controlled before-and-after multiple baseline study design

Figure 1. Timetable for intervention and multiple baseline study in three communities

<table>
<thead>
<tr>
<th>COMPANY</th>
<th>.BLL.</th>
<th>INT.</th>
<th>POST</th>
<th>CON.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Qualitative Research

Tuesday 29 September 2009

Example

You are interested in doing some research on the impact of Malaria in East Kwaio

Key considerations:
What sort of research will you conduct?
What is the question you want answered?

Approaches to Health Research

Approaches to research reflect:
- beliefs
- theories
- world view of the researchers

One of the first tasks in research is to clarify your own and others' theoretical/value positions

Attrib. : Aiton & Bowles, 2003

Worldview

- World view - basic belief system
- Guides everyday life
- Guides approach to research

Steps in research process

- Choose a topic
- Problem definition
- Design study
- Collect data
- Analyse data
- Interpret data
- Inform others

Differences between qualitative and quantitative methodologies?

- Quantitative
  - Objective reality
  - Cause and effect
  - Statistical and experimental designs
  - Makes generalisations

- Qualitative
  - Holistic, subjective
  - No cause and effect
  - Value bound
  - Observations, interviews, focus groups
  - Time and context specific

Adapted from Santatukis (2003)
Qualitative research – defining the problem

- Develop ideas as the research develops
- Involve participants in defining ideas and questions
- Ideas develop through asking open questions and observations

Reliability – Qualitative Research

Triangulation

Multiple sources of data and ways of collecting data – do they all say the same thing?

Example: observation, interview, focus group, document review.

Data Collection

Methods of qualitative research
- Observation
- Interviewing
- Focus Groups

Also document reviews & surveys

Observation

- To observe participants, setting and behaviours
- Not there to preach
- Make the strange familiar and the familiar strange
- New understandings and ways of thinking

Important elements

Participant observation should include:
- Places
- People
- Objects
- Acts
- Activities
- Events
- Purposes
- Time
- Feelings


Your Turn to Observe

Take 5 minutes to ‘observe’ (write down) what is around you in this room (consider the prompts in the handout).
Types of interviews

Structured Interviews
- ‘Talking questionnaires’ - surveys
- Strict adherence to wording, order, tone to reduce bias
- Most often used in quantitative research so can compare answers

Example of Structured Interview Questions
- Male/female?
- What is your age?
- Where do you live?
- How long have you lived there?
- Do you have children?
- If yes, do you immunise your children?
- Where do you immunise your children?

Semi-structured interviews
- Face to face in the location of research
- A conversation with a purpose
- Open-ended questions
- Interviewer can probe “What do you mean?”

Example of semi-structured questions
- What do people around here think about about immunisation?
- How did you hear about the immunisation campaign?
- Can you tell me about the clinics that provide immunisation near where you live?

Activity
In Groups write 3 open ended questions suitable for use in semi-structured interview.

Example:
Why do you immunise your children?

Qualitative interview skills
- Sensitivity
- Friendliness
- Knowledge of topic
- Be able to understand and interpret meaning
- Interest in topic
- Clear speech and thought
- Be adaptable
- Initiative in exploring interviewer’s world
- Creativity in asking questions
- Maturity

Sarantakos, 2005
Focus Groups

- Group interviews
- Involve group discussion to explore issues
- Useful for guiding subsequent interviews
- Guided by a discussion outline
- Role of interviewer is facilitator – listening, probing, non-judgmental
- Important to have a scribe so that you can concentrate on facilitating the group

Homework

Observation: Using the prompts provided, observe your place of work or around hospital for 15 minutes.

Interview a fellow workshop participant
1. Describe what has been most useful so far for you in the research workshop?
2. How could the workshop be improved?
3. Tell me about a research topic which interests you and why.

Write down observation and responses to interview questions and take to session tomorrow

One Minute Reflection

Date: Session (please circle): 1  2

1. What was the most useful, meaningful or intriguing thing you learned during this session?

2. What question(s) remain uppermost in your mind as we end this session?

Thank you for your contribution to this session
Qualitative Research

Data Analysis and Reporting

Qualitative Data Analysis

Raw data (what people say during interview)

\[ \rightarrow \]

An account or narrative (story about meanings)

Qualitative data analysis

What is qualitative data?

Words – text recorded during interview

Qualitative data analysis

“….. Is about finding the meanings that people ascribe to their experiences.”

Aston and Batey, 2001

Example from Honiara

Wat now tinklink bloong ya taem ya heemera ADRA?

Taanob omem mi he enam okketa talk about ADRA, okketa talk about mi omem mi feen yam yee ni, yam yee ni, mi tek en am for help ar smear mi past grow up, mi look for save what raw really life them about and what how ask him mi about omem what now AIDS them spread. Omem him common disease, omem around where okketa talk about, omem more make tanny okketa say, “oh hon, tuy garen AIDS ni no gud yu add” or “yu add, yam yee garen AIDS ni no xam comment,” etc. yee talk how now, yu lai save long man where garen AIDS or omem how now mi save how now, mi add, so mi think mi must joiner okketa for mi save gud long omem grow up. Yo bliog, mi, mi temper school is, “omem for mi save for mi make good decision.”

Coding data – what are the main things this person is saying?

Themes emerging from interviews

1. Boys and Girls - respect
2. Drunk and drugs
3. Tinklink bloong okketa friend
4. Giketa parents no lukouten gud young people
5. Sex for slimi
6. Sex and age of boys and girls
7. Venem might happen taem ya havem sex
8. Anyting moa

Steps in Process

• Looked at codes and developed themes with participants
• Develop conclusions
• Feedback to ADRA
• Present at conference
• Write for general audience

53
Steps to qualitative data analysis

Coding

- Identifying patterns and themes
- Developing conclusions
- Verifying conclusions
- Writing and presenting

Coding

- Coding is used to organise data
- Developed by reading and re-reading your notes

What do you code?

- Lines of transcript
- Every few words or key phrases
- Paragraphs

Make notes about ideas that occur through analysis of text

Identifying patterns and themes

- Read, arrange and display the data in order to identify patterns and themes

Developing Conclusions

- Grounded theory – building theory from data

Verifying Conclusions

- Check and verify conclusions with participants (member checking)
Writing Up and Reporting

- Write report:
- Report back to:
  - Community
  - Peers (conferences)
  - General Public

Coding...practice in small groups

In small groups:
Read the answers you wrote to your homework questions

What are the main things people said? (codes)
Are there any 'themes' running through all of the answers?

Qualitative and quantitative

- Qualitative analysis relies on interpretation and logic whereas quantitative analysis relies on statistics; qualitative researchers present their analyses using text and argument whereas quantitative researchers use graphs and tables.
- Qualitative analysis has no set rules but rather guidelines, whereas quantitative analysis follows agreed upon standardised procedures and rules.
- Qualitative analysis occurs simultaneously with data collection whereas quantitative analysis occurs only after data collection is finished.
- Qualitative analysis may vary depending on the situation whereas methods of quantitative analysis are determined in advance as part of the study design.

Summary

- Aims to capture the complexity of the lived experience
- Guidelines rather than rules
- Be organised and systematic
- Aim to make meaning of the data

Any Questions?
 REPORTING RESEARCH

1. Feedback results to community
2. Present at conferences to other researchers
3. Contribute to the body of knowledge by publishing research in public health

Tobacco Survey

Most of the smokers said they wanted to quit smoking

- Not smoking: 24%
- Thinking of trying to quit: 59%
- Smokes: 18%

Thanks for everyone involved with 2008 Ngukurr Tobacco Survey

Oceania Tobacco Control Conference
(Darwin, 4-7 October)

1. Abstract
   1. Poster
   1. Presentation
2. Reviewed
3. Accepted or not
4. Prepare a presentation
5. Present

Published papers

Abstract (about 250 words)

- Aims – including research question
- Setting – where? People?
- Methods – how you collected the information
- Results – results of your data analysis
- Outcomes (conclusions) – what you think the data say.
Health Research Workshop

Thursday 1 Oct 2009
Presentation of Research Synopsis

Presentation of Research Synopsis

Participants are invited to present their research synopsis to the group.

Note: If you have a research interest in a similar area to one presented, consider working together with this person to develop your research ideas further.

Workshop Evaluation

Focus Groups to evaluate workshop

- Facilitator to ask questions and guide discussion
- Data recorded to be analysed and used in an article about the workshop
- Your participation is not compulsory

THANK YOU!
APPENDIX G:

What do you hope for from this Workshop?

Group 1:
1. It will be a lot helpful for us in our studies
2. It will really help us to achieve more knowledge, skills when it comes to doing research projects
3. More helpful in church sermon presentation
4. Helps us to identify our problems and find solution

Group 2:
1. Understand what research is
2. Become a leader in conducting research
3. Improve your knowledge about research in your workplace
4. Conduct research
5. Gain knowledge in doing research. Make research proposal and ask for funding
6. End of this workshop we are looking forward to work with/ make link with James Cook University
7. We communities easy to identify our problems and find ways to solve them
8. Know the type of research that will be conducted
9. Broadening our knowledge in research
10. Not the end but a continuous project
11. At least there should be branch belonging to JCU at Atoifi- future plan
12. Provide any scholarship for interested participant for further training at JCU
13. Know everyone in this workshop
14. Provide one computer for documentation especially for research (future plan)

Group 3:
1. Understand and know how to do research according to our nursing practices
2. To gain extra knowledge in nursing probation/practices
3. To help us find out some health problems and find ways to solve them
4. Help us for further studies
5. To know ways how to collect data etc methods etc processes etc

Group 4:
1. To understand and get knowledge on what is research
2. To gain knowledge on how to do a research systematically
3. Be able to apply the skills of research in nursing practice
4. To have a certificate at the end of this Workshop
5. To correct/improve nursing practice (evaluate/appraise our performance)
6. Be able to do simple survey and research technique and design
7. To be able to differentiate between qualitative and quantitative type of research
8. Further study on research (further training)
9. Teach our communities the importance of research
10. For Atoifi to be the research centre for the country in the future
11. Produce/publish our own nursing journals
12. Development e.g. funding for community/village/national levels

**Group 5:**
1. Better understanding of how to improve areas in doing research
2. Will at least get a little understanding on how to go about writing a research paper
3. Being able to learn and develop new ideas and skills on how to conduct research
4. Be able to make a creative research or report that can give direct impact to others
5. Hope to be able to carry out research in our society on the future
6. To have a better understanding of what research is
7. Hope to become a Professor in research on day just like Professor Alan
8. We want recognition certificate that will qualify us to work in partnership with you at JCU

**Group 6:**
1. At the end of the workshop I want to know about how to do research
2. Have a fair idea on how to conduct a research successfully
3. To have clear understanding as to what steps would be taken to do the research
4. Learn new things by doing my own research

**Group 7:**
1. To acquired more skills
2. To find the easiest way to conduct research (methods)
3. To come up with the solution from a research (problems have not solved)
4. To find evidence form types of theories
5. Able to carry out a research

**Group 8:**
1. Able to conduct research
2. Able to write up a research report
3. To have more insight in performing research
4. To help others conducting a research
5. To be able to identify suitable/different methods of collecting data
6. How to identify research problem in workplace/community

**Group 9:**
1. We hope we will know what research is
2. It will help us in our work planning
3. We hope to enlarge the little knowledge that we have, we meant that we try to do it darkly but at the end of the workshop it will enlighten our mind to do it clearly
4. We hope to get a certificate at the end of the workshop
5. This workshop mean a blessing in various areas: we hope to improve our research in church programs, community etc We hope that by attending the workshop we will be able to accomplish what we cannot achieve
Group 10:
1. To increase knowledge of what research is and how to do research
2. Aim to do a research and present it and get it published
3. Aim to research about malnutrition in children
4. To be a research assistant
5. To be a co-author a research
6. Use my knowledge to look for evidence to get fundings to continue further
7. To publish this workshop and be part of it
8. By the end of the Workshop we want a certificate to certify us

Group 11:
1. At the end of this program we will know how to make research and what is research
2. We will use research to solve some of our unsolved problems
3. Likewise, we will use research to solve some of our problems in our communities and in our workplaces
4. At the end of the workshop we will be able to document our research findings in books
5. At the end of this research workshop we will find a better way of living
6. We want this program to be an ongoing program
7. At the end of this program we want to receive a certificate

Group 12:
1. We want to receive a certificate at the end of the Workshop
2. Gain knowledge on how to conduct simple research/survey in my workplace
3. Gain support and scientific methods on research to help inform solution to communities problems
4. To be part of a group of co-authors of journal of this research training to be publish.
5. To prepare me for (knowledge) for further study overseas
6. Building link from our communities’ institutions with JCU in regards to further research plan.
APPENDIX H: ‘One Minute Reflection’ Evaluation Tool

Atoiﬁ Research Workshop Malaita, Solomon Islands
27 September- 1 October 2009

One Minute Reflection

Date: __________________________  Session (please circle): 1  2

1. What was the most useful, meaningful or intriguing thing you learned during this session?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. What question(s) remain uppermost in your mind as we end this session?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Thank you for your contribution to this session!
APPENDIX I:

Summary of Feedback from Session 1 Sunday 27.9.09

N=49 One Minute Reflections/77 participants

What was the most useful, meaningful or intriguing thing you learned during this session?

- Systematic
- Even though this is an introduction I can visualise the work to be done
- Please explain the meaning ‘hypothesis’, ‘scientific theory’, ‘theory’
- I can get evidence from my theory
- How to document the research
- How I am already doing research- very much part of my profession
- The way to evidence-based practice
- Anyone can do research
- Been doing research but not systematically
- When need to do research and methods to use

What question(s) remain uppermost in your mind as we end this session?

- How can I start?
- How can I complete findings?
- How can I structure a research question?
- How many types of theory are there?
- What is theory?
- Please explain ‘falsify’
- How can I be confident that when I ask people that it is true?
- Lack of knowledge about research
- Does this mean anyone (kids, older people) could also do research?
- Does the research done meet actual needs or problems at hand?
- Will it be the solution or part of it?
- Need practical explanation regarding ‘by people about people’
- Will notes be provided?
- Funding, resourcing/financing?
Summary of Feedback from Session 2 Sunday 27.9.09

N=43/77

What was the most useful, meaningful or intriguing thing you learned during this session?

Literature review session- how to do a literature review
Literature review
Steps to doing research
Research synopsis is a great way to start thinking and putting into practice
Low amount of research in SI
Definition of research terms: cross-sectional study, synopsis
Clarified by use of examples
Usefulness of using a database
Ways to analyse research and different structures of research
Get to know the sorts of terms used
How to select a particular topic
Interesting to learn there are categories of publication type
How to do a research summary
Intervention research
Collecting and compiling info when doing research
Steps in research example by Alan
Effects of kava

What question(s) remain uppermost in your mind as we end this session?

How can I make my descriptive research?
Differences between types of research
Bottom-Up and Top-down- please explain
Planning the research process- what where and how to start?
What are the steps to doing research?
How do I come up with a good topic?
How do I do a Literature review?
How do I collect evidence to support research?
There are some very sensitive issues involved in research- how do I do it?
Identifying key problems in my community
Steps to take when doing a Lit Review- please explain in more detail
Provide more examples
Reason for making a database
Presentation by Professor Alan on data interpretation is complex and hard to understand
Professor Alan needs to speak louder
Need for up-to-date literature
How to write literature
Is literature a continuation of what someone didn’t previously achieve?
Literature Review is new to me – good to introduce it to us so we can start to work on it
Will I manage research by myself?
How can I be a successful researcher?
Interpretation and tabulation of data is quite complex- though I understand this I need more skills
Can you provide the notes for us?
Summary of Feedback from Session 1 Monday 28.9.09

N=14/19

What was the most useful, meaningful or intriguing thing you learned during this session?

Know difference between 2 terms quantitative & qualitative
Know how to collect data
Know how to collect quantitative & qualitative data
Number data for smokers was bigger for males than females
Learned how to do research about smokers, but I still need to know it well. I will try to do a research about malaria or kwaso or tobacco because there are a lot of drinkers and smokers in my village
Interpreting/analysing data
Using Microsoft Excel for filter
The process of the research on the synopsis
Form of collecting data shown
Thanks – good to know the basics of research
I learnt how to start research because of the example you set on smoking
I learnt clearly what a research synopsis is
I was interested in the research aims of the project
Thank you - I have learnt a lot from quality research collection, of data and summary method set-up - that was very clear and simple in explanation
Areas or research interest and research aims
Want to know how to differentiate between qualitative and quantitative
Learned how to collect data and do interviewing
Did my studies but unable to understand it until now - thank you

What question(s) remain uppermost in your mind as we end this session?

Would like to know how to interpret quantitative data in tabulate form or graphics
Are people willing to give the information that I want or would they give false ones?
The government knows drinking and smoking is bad for you - they are criminals
How to formulate the research questions so I could achieve the research goal/aims or avoid broad questions that might not be easily managed
After collecting data what would be the next steps? If it is reporting part will you be showing us that too?
How to get the information and do calculations - how to complete the data in Excel program and graphs
How can I get the clear information on carbon monoxide without the machine?
Can we do that kind of research on smoking here at East Kwaio right now?
Who can analyse data - is it the community, hospital or your self?
We want to know how to work on research documents
How to analyse research/data
Thank you Baita
Summary of Feedback from Session 2 Monday 28.9.09

N=49/77

What was the most useful, meaningful or intriguing thing you learned during this session?
How to put data into %
Difference between qualitative or quantitative
When qualitative or quantitative research should be used
Data analysis
Collect data
Steps in research/research synopsis
How to identify research questions and write them without much difficulty
Learnt more about Microsoft Excel
Many ways can show data analysis e.g. tables, graphs etc
Helped having the outline of the tobacco project
Simple explanation and examples of qualitative research
There should be handouts that would make it easier to understand
Collect and manage data
Ways in which I can do my own research
How to formulate research question/s (was bothering me but now clear)
How to start research
How to conduct research
Ethical issues
Research approaches- bottom up or top down
How to manage and make clear information to answer questions suing Excel
Good examples
Finding out about men and women involved in smoking
Converting this to a proportion

What question(s) remain uppermost in your mind as we end this session?
More about Excel
Don’t know how to make graph
How to select a better and simple research question
How to analyse data (including calculations, %, gender)
Problem here is Excel since have no idea how to use a computer
How am I going to make my own question
Very clear and simple
How to do data collection
Looking forward to making a simple research on my own- brainstorming etc
How will I effectively conduct research despite difficulties with resources and financial difficulties?
Need clear definition of the two types of research
Is it biased to do research in 1 year or necessary to do more than 1 year to make comparisons?
How do I determine the personnel required?
Summary of Feedback from Session 1 Tuesday 29.9.09

N=19/26

What was the most useful, meaningful or intriguing thing you learned during this session?
Qualitative research
Exercises really helped
Thank you for examples of open-ended questions
Differences between quantitative and qualitative research
Observation – ‘make the strange familiar and the familiar strange’
How to write research
Really satisfied with workshop today and look forward to tomorrow
World view (beliefs, ideas)
Good to learn terminology
Triangulation
New approaches to find data
How quantitative and qualitative supplement each other
How to formulate questions
Methods for qualitative research
Focus groups
Steps in research process
Need to understand different people’s views
Think this kind of research (qualitative) useful in Kwaio

What question(s) remain uppermost in your mind as we end this session?
How would I know when to do quantitative and qualitative research?
What is the right time to start?
Need more time to really understand this
Can we please have notes?
Session too short- need more time
How to answer open-ended questions
After workshop I will try to write my own research
No questions but thank you for the beautiful; presentation
Need to ask more questions in semi-structured interviews
Big terminology- needed more ground work
Make the strange familiar and the familiar strange
Steps in research process- please explain in detail
Who will assist me?
Where will I find funding?
How will I collect data?
Do I need to do both types of research?
Summary of Feedback from Session 2 Tuesday 29.9.09

N= 43/67

What was the most useful, meaningful or intriguing thing you learned during this session?
Thanks for helping me understand open and closed ended questions
Open ended questions
World View
Approaching community
Observation
How to start interviewing people
How big research is
Difference between qualitative and quantitative
Qualitative research is especially good
Structured and semi-structured interview
Learnt about some of the prompts
Methods used in qualitative research
Types of interviews
How to choose right questions for right types of research
Way to do interviews- very simple
Know the steps in doing research
Know and understand different interviews to prove and collect evidence of data
Understand what to observe during observation method in research
Learnt about idea of triangulation

What question(s) remain uppermost in your mind as we end this session?
Is it possible to change my world view? How?
No questions- very interesting
Can I make reactions while probing questions?
How do I structure these questions?
Wish you could have more time on research
How do you overcome shyness?
How will I put qualitative and quantitative questions together to make a good research?
How would I little bit try to understand the world-view of studied participants and explain it to them?
How often will I have to do the observations and interviews to each place or people?
Clear and simple
How would I know if I have enough information needed for my research?
How will I start my research and when, will it be easy for me after completing this workshop
Summary of Feedback from Session 1 Wednesday 30.9.09

N=16/18

What was the most useful, meaningful or intriguing thing you learned during this session?

- Transforming qualitative raw data to coding and from coding to theme before the reporting
- How to do analysis- thanks for helping to know how to do qualitative research
- Collect data and analyse data
- Session very clear and well understood
- The most useful session I ever learned is qualitative research
- I now appreciate interviewing and developing themes with the person/people interviewed
- Learn how to ask questions through interviewing
- Learn terms like raw data
- Learn can do research without electrical supply
- Thanks a lot I learnt a lot from your presentation
- I like the simple and easy explanation of qualitative and quantitative data analysing, I now understand it well and able to know the meanings.
- I learn from this workshop the most useful approach and observation as well as qualitative way of doing research as TB etc. Because I experience when we do a campaign on TB that we only get the quantitative but not the qualitative.
- Simple ways of charting data without a computer
- Start to recognise themes which I have collected (Coding)

What question(s) remain uppermost in your mind as we end this session?

- How can I put this research into a report?
- I am only Standard 6- is it OK for me to do research?
- We want some handouts
- What would I do if I followed up person interviewed earlier but not available at that time or refused?
- During interviews, so we need an assistant?
- How can I select my participants in my survey?
- What about if half the population refuse to participate- how will I do it?
- No question- all clear
- I’d like to know more about how to analyse data
- I want to know more about coding data
Summary of Feedback from Session 2 Wednesday 30.9.09

N=46/72

What was the most useful, meaningful or intriguing thing you learned during this session?

The steps to qualitative data analysis
Interview practice/homework
Learn how to code data
How to theme data
Importance of allowing participants to fully express their ideas and as a researcher should respect the world view of the participant so the information is not biased
How to record data during interviews
Learn how to do quantitative research analysis using pen & paper- simple way
Formulating tables
How to get exact meaning from the one you have interviewed
Check back to make sure everything is in parallel
How to interview participants
How to collect data
Different types of data
Basic qualitative and quantitative research- differences
Explanation of interview the girls in Pssijin language
How to interpret the data
When our coding was presented to the front it made us think of what to say/write
Reporting and presenting the data
My doubts on how to analyse data have been clearly explained to the level I can easily understand
Some idea how to approach people when carrying out research
New terminology e.g. coding, raw data
Presentation clear simple and can be understood
How to go about Qual & Quant depends on the questions you are asking
Practice seems to make us clearly understand what means by data analysis and collection

What question(s) remain uppermost in your mind as we end this session?
Thanks for your time, really appreciated. Now it is clear and I can now be ready to do research in my area of working.
What happens if the whole village doesn’t like or refuses interviews- what are the alternatives?
If notes could be given to each workshop participant would be good
If there are not enough certificates, can notes be given for future reference?
Are open-ended questions the only type of questions to use when collect data for qualitative research
How can I know I have done my research well?
Why don’t you hold the workshop for more than one week? Need more time
Wondering if I have the skills to do research especially doing interviews in qualitative research, taking into consideration the values, world view of participants
Everything clear
When to start a simple interview to practice what I have learnt
If we can have a copy of a simple research that you have done to give us some idea of how to go about our research
Steps to qualitative data analysis needs to more simplified
The research question I intend to carry out for my research project
Once I have collected the final 2 types of data of I put them together for the final report?
Is the theme of the qualitative research the answer to my research question?
How can I put this to practice since I have no money? This is because for so many years Form 7 leavers are doing nothing in the country since there are no scholarships?
Can I use coding data for both quantitative and qualitative research?
Very clear and simple explanation- I love it
What is the number of people that would be best for data analysis – especially to start off with
Can you provide handouts?
Still need to know how to present the information collected
Effectiveness of quantitative & qualitative research when applied
How to conduct an Action Qualitative research
If the program is to happen again, is it better to draft a sample?
Time to ask questions
Does the research need two different summaries- one from researcher & one from participants
APPENDIX J:

Evaluation of ‘Introduction to Health Research’ Workshop:

Focus Groups with Workshop Participants

Seven focus groups were facilitated by Atoifi Adventist Hospital and College of Nursing staff and one community leader to understand more about the experience of workshop participants and the potential impact of the workshop. Note-taking was undertaken by a volunteer within the focus group.

The following questions were asked:
1. What was successful about the workshop (content and process)?
2. What could have been done differently to improve the workshop (content and process)?
3. What is the most significant change that has occurred for you since participating in the workshop?
4. Do you feel more confident to undertake research since participating in the workshop? Why?

Focus Group One:

Question One:
- Give knowledge about the introduction of research
- Gain knowledge and skills about research (quantitative and qualitative)
- Gain knowledge to solve some of the problems in our churches and the community
- Help to give confidence to do research and motivate us for further studies
- Knowledge gained from the workshop help in every area of life
- Help us to have new ideas to do things (eg in the past we don’t document the happenings but now we can document the happenings

Question Two:
- The level of presentation must be simplified
- Course handouts must be provided
- Teach us how to write a research report
- One week is too short- two weeks can be better
- How to write conclusion of the research report

Question Three:
- It gives me confidence/courage to speak out/express my ideas
- New ideas about the phrase “strange familiar and the familiar strange
- Change my attitude on how I can react on problem- now I will use triangulation concept
- Now I realise that research is always done in my life
- Now research has bring me into curiosity
Question Four:
- Yes, on a low level research

**Focus Group Two:**

**Question One:**
- We know and understand how to conduct a small research
- From the workshop and presentations we know that we can do research even though we are not educated

**Question Two:**
- Involve in presentations (at least all the members)
- We need constructive criticism from the facilitators to correct us when we go wrong

**Question Three:**
- We know how to set a research programme systematically

**Question Four:**
- Yes, because we are able to understand more clearly on how to do research

**Focus Group Three:**

**Question One:**
- Workshop participants do acquire basic knowledge about research and now able to do research synopsis. Generally the participants are happy and satisfied. This is because (a) use of simple language e.g. English to Pijin, (b) facilitators interacts more with participants
- Intended time frame to cover course content achieved
- Approach of group discussion is very helpful- helps others with limited knowledge and ideas
- Good number of attendance
- Issuing of certificate from JCU

**Question Two:**
- Provide separate time for research synopses so everyone has a chance to present theirs individually for individual responses or correction form facilitators. This might be more helpful than general responses to a big group. Or may use a different method with regard to this subtopic that deals individually.
- Some need handouts as it is hard to follow-up when doing note taking and listening to facilitator at the same time.
- Participants need to be punctual-disourage lateness but to be on time. Stick to tome...and not prolong timing for each topic of discussion.
- A more convenient venue

**Question three:**
- The term ‘world view’ does change attitude to some of us. It does clarify some of our doubts and questions.
• Research does help improve our practices at workplace even the way we relate to each other as colleagues.
• It changes our mentality (dwelling on assumptions) to evidence-based mind- as a result we keep updated with our practice to avoid malpractice or legal implications.

Question Four:
Yes and No.
• Yes- after this workshop some are now confident to conduct research studies with the basic knowledge gained.
• No- some are not yet confident especially doing field work with regards to ethical procedures and the methodology involved....would be better to have a research done here at Atoifi hospital so everybody concerned practically involved with the process step-by-step.

Focus Group Four:
Question One:
• Getting new information of how to do research work
• Helps us to differentiate the qualitative and quantitative types of research
• Helps us how to identify a problem and how to solve

Question Two:
• Not enough time
• Need handout notes
• Need refreshment breaks
• Those at the back cannot hear what was said

Question Three:
• Now I can apply research in my workplace
• Now we realised that we have been doing research every day, but did not aware, now we aware that research can be done at our level
• Now we can solve all the hard questions about research

Question Four:
Yes,
• Through the focus group discussion we are more confident to do it
• Through the research synopsis steps really helps us to be more confident

Focus Group Five: Notes provided in Pijin
Question one:
Wanfala successful sumting that me findem from this research
• Hem na how me findem olketa methods for workem own research blo me
• What me findem successful is olkata facilitators ya olketa Drs, Professors so presentation hem simple
• Hem usem very easy and simple language
• How for me doim research lo village, how for approach, usem open-ended question
• No fees charged
• Atoifi hem garem link wentem JCU for future
• Makem gud relationship between village people, Atoifi and JCU
• Co-operation between facilitators and participants hem makem workshop hem possible
• Thankem olketa co-ordinators & Atoifi ADCOOM for makem workshop he available

Question Two:
• Provide resources/ materials/stationaries
• Time hem short for claim own research
• The venue of the workshop should be quiet, away from distraction that might disturb concentration of participants
• Need more practical sessions
• Tea break and refreshments should be provided by the co-ordinators
• Small groups research team for practical purposes
• Mefala laekem for wanfala topic of research for must talk aboutem within one week olketa steps blo research synopsis and evaluem, come out wetem possible outcome then mefala bae appreciate
• Venue hem no round/oval so hem hard for olketa lo back

Question Three:
• Me garem confidence taem me playem role blo research assistant
• Me garem confidence for presentem case in front of professors, Drs and crowd
• Me garem confidence for helpem community blo me for undertandim importance blo research
• Save explainem research for someone hem laek for save if olketa new people
• Me barava understandem research nia this time, hem olsem revision for me
• Me garem good understanding for helpem people lo village for doim research

Question Four:
Yes,
• I can do a research by myself or with a colleague within my workplace
• Me lack doim research but me no save, so now me understandem
• Now me save presentim research blo mi lo Clinical Program Conference (CPC) lo Atoifi
Focus Group Six:
**Question One:**
- Important to our learning
- Gives new knowledge, ideas to do accurate
- Gives clarification to insights

**Question Two:**
- Handouts and notes
- Language used in presentation
- Timing of each session
- Provides stationaries
- Include allowance for participants
- Refreshment during break hours

**Question Three:**
- Workshop itself gives is new knowledge and confidence to do research

**Question Four:**
- Yes, we have learned about the tools on how to do research (any research local or nationwide)

Focus Group Seven
**Question one:**
- Participants got clear ideas and confident in carrying out research
- The way the workshop had been presented is simple which fit in our level of learning
- Attendance increase and people are also interested on this workshop

**Question Two:**
- Materials and handouts are not provided
- Timing- need more time
- Venue- too small to accommodate many

**Question Three:**
- Ethical procedures

**Question Four:**
Yes,
- We are confident and clear about the procedure or steps on how to carry out research
Appendix K:

Certificate of Participation

This is to certify that

attended the
Introduction to Health Research Workshop
27 September—1 October 2009

[Signature]

Professor Richard Spain
Director, Allied Health Sciences
School of Public Health, Tropical Medicine and Rehabilitation Sciences
James Cook University, Cairns