

**MicroResearch Workshop Report
Maternal Newborn Child Health Institute
Mbarara University of Science Technology
February 27-28, 2017; March 1-9,2017**

Building capacity for community focussed health research

Teacher/ Coach Training: Feb 27-28, 2017

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MicroResearch Workshop: March 1-9, 2017

Facilitators, Lecturers, Group Coaches

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Guest lecture: **Nyongozi Baltazar**, MCChB, MMed Obstetrics and Gynecology
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MNCHI, Mbarara University of Science and Technology (MUST)**

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Maternal Newborn Child Health Institute, Healthy Child Uganda, MUST

Dalhousie Medical Research Foundation, Dalhousie University, Halifax, Canada

Canadian Child Health Clinician Scientists Program

Canadian Paediatric Society

Society of Obstetricians and Gynecologists of Canada

IWK Health Centre, Halifax, Canada

Dalhousie University, Halifax, Canada

University of Calgary, Calgary, Canada

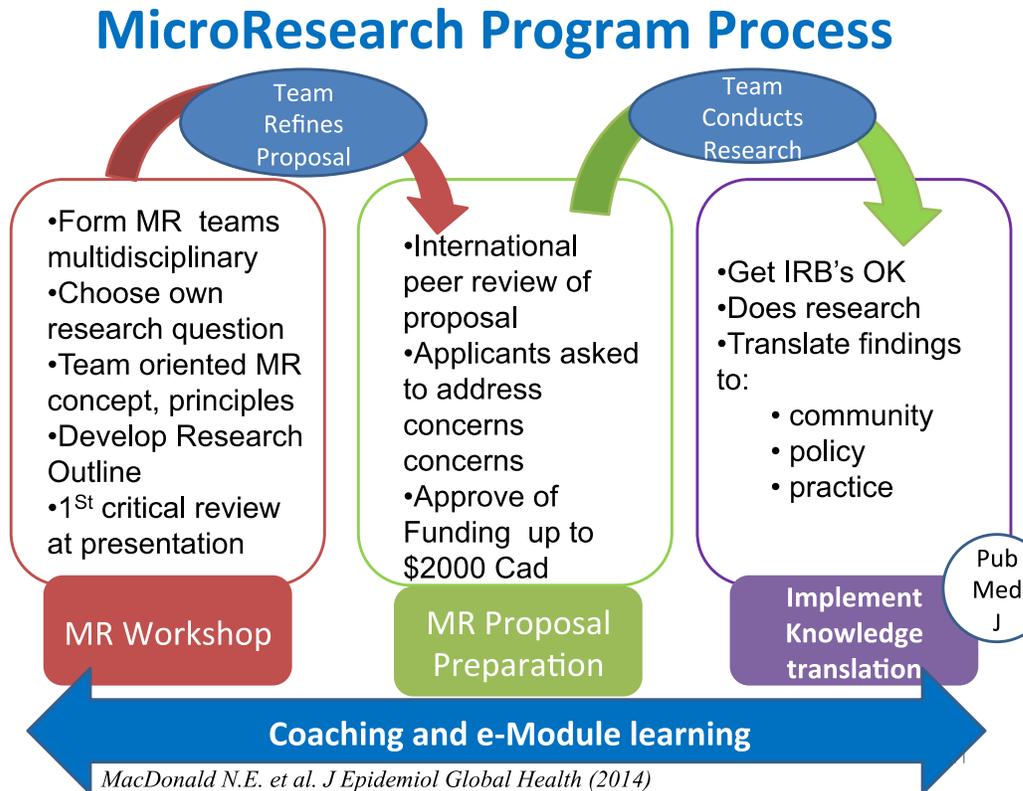
MicroResearch private donors

Workshop Participants through enrolment fees

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Introduction and Background

The *Sustainable Development Goals* (SDG) approved by the United Nations in 2015 build on the achievements, including those in health, of the *Millennium Development Goals* (MDG). Developing local capacity to sustain and improve on MDG health gains made is an ongoing challenge since resource limited developing countries bear 25% of the globe's disease burden with the healthcare professional work force less than 1%. Furthermore, with only 2% of the research funds, much of this is outsourced research from industrialized countries with the developing country providing the patients and the data collection. While both the MDG and the SDG encourage national or regional strategies and collaborations to address complex health problems, local health problems need local, sustainable, culturally appropriate community based solutions. MicroResearch (<http://microresearch.ca>) is an innovative strategy aimed at building the capacity of local health care professionals to better address community health care problems by finding local solutions for local problems [MacDonald et al MicroResearch: Finding sustainable local health solutions in East Africa through small local research studies. *Journal of Epidemiology and Global Health*, 2014; 4,185-193 (<http://download.journals.elsevierhealth.com/pdfs/journals/2210-6006/PIIS2210600614000161.pdf>). The program was founded in partnership between Mbarara University of Science and Technology (Kabakyenga Jerome) and Dalhousie University (Robert Bortolussi and Noni MacDonald) in 2008.



The MicroResearch Teacher/ Coach Training: Feb 27-28, 2017

Given the long and productive history of MicroResearch at MUST (7 workshops, 31 proposals submitted for funding- all approved, 15 completed and published) as of January 2017, and the strong interest of the Maternal Newborn Child Health Institute (MNCHI) in becoming a regional MicroResearch hub for Uganda and potentially beyond, the decision was made to hold a formal, two half-day Teacher /Coach MicroResearch Training that would precede the 2017 regular MicroResearch workshop. This training was held on February 27-28, 2017. Nine faculty with positions at Mbarara University of Science and Technology or Kabale University took the training (See **Appendix 1**). All but two were MicroResearch graduates: Kabakyenga Jerome who has been extensively involved in MicroResearch since its founding in 2008 (see above), and Tumuhimbe Manasseh from the Institute of Management Sciences who continued to participate in the 2017 MicroResearch that followed, obtaining his MicroResearch certificate then. The program for the MicroResearch Teacher/ Coach Training is shown in **Appendix 2**. Following usual practices, the entire curriculum, exercises, and supplemental materials were reviewed in January 2017 by Noni MacDonald and Robert Bortolussi. Additions, modifications and changes were made to strengthen the program based upon feedback and new materials becoming. The USBs given to each participant included not only all of the lectures but also the Handbook for Clinician Scientists, the major references noted in each lecture, four MicroResearch e-modules (quantitative methods, qualitative methods, knowledge translation and implementation and sampling). The major changes were discussed with the Teachers/Coaches in their Training sessions. Decisions were also made on who would present. Teacher and coach responsibilities were also reviewed. There was also discussion on how the compression of the workshop changed some responsibilities. In addition, two exercises were undertaken by the Teacher/Coach participants on: a) how to write a lay summary, and b) how to review MicroResearch grants. Both were very well received and generated good discussion. They also reviewed and suggested modifications to the Pre-Workshop Assessment and the Post-Workshop Evaluations Tools. These suggestions were incorporated prior to starting the workshop. The problem of finding quality African MicroResearch project reviewers with expertise in obstetrics and/or gynecology was also discussed. Dr. Nyongozi Baltazar agreed to become a reviewer, and recruited another MicroResearch trained obstetrics and/or gynecology- Dr Hamson Kanyesigye (see below).

2017 MicroResearch Workshop Program and Participants

The objectives of a MicroResearch Workshop are threefold: 1) to develop skills needed for community focused research, 2) to develop skills needed to work in a multidisciplinary group and to become a team, and 3) to write a great community focused research proposal overview.

The workshop was held at the Maternal Newborn Child Health Institute site at MUST with oversight and co-ordination supplied by Kabakyenga Jerome and Teddy Kyomuhangi. MNCHI collected a registration fee of approximately \$38CAD(100,000UGX) to ensure registrants were serious about attending, and to offset local expenses for the MicroResearch Workshop and program. Participants were recruited through word of mouth, personal invitation and by posters. Originally, several participants were to come from the Catholic University of Health and Applied Sciences in Bugando, Tanzania, but due to conflicts with the roll out of a new program they were unable to attend. It is planned that they will attend the 2018 MicroResearch Workshop at MNCHI. Thus, 14 participants were present on Day 1, one more joined on Day 2, for a final total of 15. Participants came from a wide range of disciplines including medicine, nursing, community development, psychology, finance and accounting, communications, information technology, agriculture and public health (**Appendix 3**). Of note two sets came from more distant locales: Bwindi and Soroti. Only two had had previous research experience. As noted in the data in **Appendix 4** (Pre-Workshop assessment), six had previous research experience – five

of six as research participant or assistant and one as a site lead. On further questioning, none had ever been involved in developing a proposal from scratch.

The format for the standard workshop combines lectures and daily small group interdisciplinary, interactive working sessions and is usually given over 10 half days. However because as noted above 6 came from quite far away, the program was modified to be full days and be done over 7 ½ days. The topics covered and the teacher/facilitator for each session are noted in (**Appendix 5**). Session lectures started at 8:30 am were followed by interactive small group discussion and planning until the end of the day approximately 5:30 PM). The lectures, exercises and group work over the 7 ½ days lead step by step through to development of a research proposal overview for presentation to the panel of local judges on the final day.

MNCHI provided in training room Internet access and tablets or laptops could be signed out- a major support for the participants. Of note one of the participants was an IT specialist who helped those who had trouble logging on to the local network. As expected the network was not always stable but did function well overall.

The lectures coincided with the participants needs as they moved from formulating an idea to development of the methods and a proposal and finally to presentation of the proposal to a distinguished panel of local judges who provided the first formal critique.

Daily attendance was 93% to 100%. None missed more than 1 day

MicroResearch Team Proposals

As in previous workshops, the major learning was centred on the proposal overview development in the interdisciplinary groups. On Day 1 each participant developed their own idea for a research question based on their own experience. Many bounced ideas off each other. They also started by looking at background information to see if a question had been asked before and other elements of the topic in order to provide a stronger argument for group topic discussion on Day 2. Of note the facilitators after two hours of individual work went from participant to participant to chat about their question and topic. This was much appreciated.

Many participants had not met or worked with each other prior to this workshop. On Day 2 the collaboration started when participants were divided into three groups (5 per group) with a focus on respecting geography but also diversity of background and gender as much as possible. Each group then discussed each member's question and then applying the FINER criteria selected the "best" one to develop into a research proposal overview during the rest of the workshop. On the afternoon of Day 2, a spokesperson for each group presented the topics to the class and noted the one selected by the group and the rationale for its selection (**Appendix 6**). The three questions initially selected on the afternoon of Day 2 of the workshop were:

Group 1: What are the barriers to complementary feeding among children below 2 years in Gweri sub county Soroti district, an area now with semi famine conditions?

Group 2: What are care seeking behaviours of mothers with children under 5 years of age with suspected Pneumonia in Mbarara?

Group 3: Does the extended absence of fathers affect the nutrition status of children under the age of 5 years in rural areas in Mpungu Sub-county, Kanungu District?

A brisk discussion followed each group's presentation with emphasis on importance of narrowing down each question. All three groups were commended on the relevance of their questions to community.

The series of lectures that followed then provided knowledge and skills needed to develop these questions into rough research proposal overviews including knowledge translation, ethical issues, community engagement and budget development-all core to the MicroResearch concept, for presentation on the final day March 9, 2017. Each group became a team as they worked to shape their proposal over the course of the workshop with the help their coaches; Team 1: Scholastic Ashaba; Team 2: Francis Oriokot, Team 3: Eunice Ndyareeba and Ester Beebwa

Comments on the Compressed Curriculum and Resources

The trial of compressing the programs into 7 ½ days worked albeit this required much focus and attention by the participants as well as the facilitators. The days were long and working on Saturday was not possible for one participant. However, the outcome of the workshop speaks to the diligence of the participants and their enthusiasm to learn.

Final Day

On the final morning of the workshop (March 9, 2017) each team presented in 10 minutes the overview of their proposal to a panel of 3 judges followed by comments and questions from the judges and the other participants. The panel of judges adjudicated each Team's presentation (**Appendix 7, 8**) and suggested how the proposals might be further strengthened. The Panel included: Prof Kabakyenga Jerome, Director of Maternal Newborn, Child Health Institute, MUST; Dr Imelda Tamwesigire, senior lecturer in Department of Community Health, Mbarara University of Science and Technology and Dr. Nyakato Viola, Dean Faculty of Interdisciplinary Training and Research, Mbarara University of Science and Technology. Each panel judge was familiar with MicroResearch proposal overview adjudication as each had been a judge for previous workshops. The judges scoring system had been revised since the last workshop and each judge was alerted to the changes.

The judges deemed that best team presentation was given by Team 2: *Healthcare seeking behaviour by caregivers of children under-five years of age with suspected pneumonia in communities within Mbarara District, South West Uganda.*

Judges' General Comments

The judges noted that all three teams had selected very relevant and important questions that when answered could lead to potential changes in practice or policy and commended the coaches for their support of each team. With respect to overall proposal comments they noted that each team needed to dig deeper in the background and narrow down their objectives to make their story clearer. For all three proposals they needed to ensure as far as possible that the methods fit the questions, are feasible given the small budget and are able to capture quality data.

(Specific comments for each group (**Appendix 8**).

Workshop Evaluation

An assessment of the workshop by participants as well as how well their team functioned was obtained using structured evaluation forms submitted anonymously with 100% of participants completing the form. The scores and summary of comments are presented in Appendix 9 &10. Overall the workshop was highly rated and the Teams functioned well. The compressed program was well accepted although several felt more time was needed. Of particular note, the importance of community engagement, knowledge translation and research to policy was commented on by at least half of the respondents. On the final day

in spontaneous comments following the awarding of the certificates, those who spoke commented on how this course had reshaped their thinking about research – both the importance of community and that they can make a difference to their community.

Meetings with Individual Active MicroResearchers

Noni MacDonald met individually with Imelda Kemeza and Ivan Mugisha to discuss their malaria study that is in the writing up phase; Hamson Kanyesigye whose project on phone calls with maternal referrals is in the data cleaning and then analysis phase; David Tumusiime Katuruba whose project on Village Health Teams and income generating activities is also in the analysis and writing up phase and with George Stephen Ochwo projects whose project on energy sources for cooking needed revitalization.

Informal Meetings with MNCHI

Noni MacDonald met with informally with Teddy Kyomuhangi and Jerome Kabakyenga to explore how MicroResearch can be strengthened even further in MNCHI. There are opportunities for expansion by having those from other areas of Uganda and elsewhere come to MUST for MicroResearch workshops now that the compressed program has been shown to work well. MUST/MNCHI has a good cadre of trained and active MicroResearchers who could offer areas of research that NGO funders might be interested in supporting as well. Teddy will explore this with World Vision and with Save the Children and with UNICEF. More efforts are needed to garner local funding support for MicroResearch projects so that the site can become more self-sustaining.

Informal Meetings re Kabele University and re Institute for Management Services MUST

Dr Nyongozi Baltazar who is a Lecturer in the Department of Obstetrics and Gynaecology in the, School of Medicine, Kabale University is keen to bring the MicroResearch concept to Kabale. An introduction has been made between Noni MacDonald and Dr. Sam Tumwesigirethe, Dean of the Medical School. They are interested in exploring the possibility of training residents, Senior House Officers, midwives, nurses and University staff in MicroResearch. Teddy Kyomuhangi was apprised of this and further exploration is warranted.

Tumuhimbise Manasseh, a lecturer in Management and Finance in the Dept. Accounting and Finance, Institute of Management Sciences at MUST not only took the Teachers and Coaches Training but also participated in the Workshop. He is very interested in exploring how MicroResearch principles and activities might be used in developing an MBA program in Health.

Recommendations:

1. Given the success of the compressed Workshop program consider moving forward with this for 2018 hopefully to coincide with the local University “down time” such as January.
2. Explore with Kabale University to see if a Workshop might be held for them facilitated and organized by MNCHI; similarly, the participants from Bwindi are keen to have more MicroResearch training for those in their area so they can grow this type of research in Bwindi
3. Give consideration to inviting those who took MicroResearch more than 3 years ago to be part of a new workshop as a refresher as many sections have been upgraded and strengthened.
4. Need to find a way to increase on arrival time each day have participants– as with a compressed program this is essential. Reminders did not work.
5. The availability of internet and tablets/laptops was very helpful in this workshop - this needs to be considered at future workshops in other MicroResearch sites if possible

6. The actual use of mind maps was helpful in this workshop- each group given flip chart paper and pens – very much helped in mapping out the work. This should be added to other workshops where possible
7. Incorporate the pre-workshop assessment and the post workshop Team evaluation as part of all workshops
8. Continue to schedule opportunity to meet past MicroResearch site participants to provide coaching and encouragement for those who are engaged in an active or completed MicroResearch project.
9. List the MicroResearch MNCHI /MUST publications on the MNCHI website – this will help MNCHI as well as the university
10. MNCHI to develop 5 year plan with key element of research and work with MicroResearch to inform annual work in achieving the 5 year goals .To help support MNCHI, they could offer one day training packages based upon MicroResearch materials and principles e.g. how to write an abstract, how to make a poster, who to write a lay summary, how to get published, how to write a report , a brief introduction to research design and statistics, what is knowledge translation and how can research inform policy
11. Work with MNCHI to explore potential linkages to increase local resources for MicroResearch at MUST, at Uganda and in East Africa. Teddy Kyomuhangi is willing to set up meetings and send emails etc
12. MNCHI to keep alert to opportunities for presentation of MicroResearch projects,& abstracts at local, national and regional meetings
13. MNCHI to organize a Micro Research dissemination conference in the near future
14. MNCHI to set up a functional research resource center to coordinate and support ongoing research projects

List of Appendices

1. 1. Participants in the MicroResearch Teacher/ Coach Training Program Feb 27- 28, 2017
2. 2 Teacher/ Coach Training Program outline
3. 3. MicroResearch Workshop list of participants, backgrounds and email addresses
4. 4. Pre-Workshop assessment
5. 5Compressed MicroResearch Workshop Program Outline and facilitators
6. 6. List of small groups, questions proposed with coach and emails
7. 7. Scoring System for Proposal presentation
8. 8. Judges' Comments Each group
9. 9. Post Workshop Evaluations
10. 10. Team evaluation

Respectfully submitted

N E MacDonald

Noni E. MacDonald MD, FRCPC, FCAHS

**Appendix 1: Participants in the MicroResearch Teacher/ Coach Training Program
Feb 27- 28, 2017**

1	Dr. Scholastic Ashaba	F	MUST	Pyschiatrist/ senior lecturer	sashaba@must.ac.ug ashaba.schola@gmail.com
2	Beebwa Esther	F	MUST	Lecturer Nursing	beebwae@gmail.com
3	Dr. Oriokot Francis	M	MUST	Peadiatrician	foriokot@yahoo.com
4	Basil Tibanyendera	M	MUST	Educationist	basiltiba@yahoo.com
5	Eunice Ndyareeba	F	Kabale University	Educational Psychologist	ndyareeba@yahoo.com
6	Beinempaka Florence	F	MUST	Nursing	beineflorence@yahoo.co.uk
7	Dr. Kabakyenga Jerome	M	MUST	Director MNCHI	jkabakyenga@gmail.com
8	Tumuhimbise Manasseh	M	MUST	Management and Finance	Tumuhimbise.manasseh@must.ac.ug
9	Dr. Nyongozi Baltazar	M	Kabale University	Obstetrician Gynecologist	nyongozibaltazar@yahoo.com

Appendix 2: MicroResearch Teacher/ Coach Training Program

Afternoons Feb 27 and Feb 28

1. Review schedule for MUST 2017 MR workshop
2. Review faculty/ teachers- lecture choices
3. Review local coach's role- including participation/ evaluation participants
4. Review MR workshop:
 - Changes to lectures since 2015
 - Additional exercises both formal and informal
 - Compressed version MR workshop for MUST 2017; how modified; & timing and logistics
 - Decreased grant amount opportunity: \$1500 CAD
 - Emphasis on roles each team member
5. Additional Workshop materials: posters for review, internet access, etc.
6. MR added faculty: ethics, community engagement, research to policy, judges
7. Review proposed participants – discussion re teams
8. Discuss revised MR grant application form 2017
9. Review role of MR grant reviewers
10. Discussion re-evaluation of workshop, faculty, teams
 - NB RCPS certification for CME credits
11. Discuss MR partnership with AWB & funding models
 - a) traditional, b) NGO specific, c) local site
12. Review current list of MUST MR proposals – highlight/ address problems

Appendix 3: List of Participants, Profession, Gender, Email MicroResearch Participants

	Name		Institution	Profession	Email
1.	Johnson Byomugabe	M	MUST	Pyschology student	Johnsonmugabejmj@gmail.com
2.	Akello Beatrice	F	SorotiHosp	Nurse/Midwife	Omoding57@gmail.com
3.	AkelloTino Grace	F	SorotiHosp	Nurse/Midwife Public Health	tinoannegrace@gmail.com
4.	Oluka Faustino	M	Soroti HOLA	Community Development	faustinedizzy@gmail.com
5.	HellenUnziaAgoile	F	Soroti Hosp	Nurse/Midwife	bitogah@gmail.com
6.	Silas Muwanga	M	MUST	Student	Silasmuwanga10@gmail.com
7.	Kanyesigye Stella Teddy	F	MUST	Lecturer-Physics	skanyesigye@must.ac.ug
8.	Oyesiga Barnabas	M	Bwindi Community Hosp	Communications	Oyesigab96@gmail.com
9.	Nakanjako Rehema	F	Bwindi Community Hosp	Communications	rehmanakanjako@gmail.com
10.	Akandwanaho Freedom	M	MUST	ICT Professional	pinupcontact@yahoo.com
11.	Mugonza Robert	M	MUST	Computer Science	robertmugonza@must.ac.ug
12.	Kobutungi Sonia	F	IDO MBARARA	Community development	kskshantal@gmail.com
13.	Judith Atukunda	F	Bishop Stuart University	Lecturer Pschology	judithtukunda@gmail.com
14.	Tushabe Christine	F		Poultry Farming/social worker	c.tushabe@yahoo.com
15.	Tumuhimbise Manasseh	M	MUST	Management and Finance	Tumuhimbise.manasseh@must.ac.ug

**Appendix 4. Pre MicroResearch Workshop Assessment
(Tool revised based upon review by Teachers and Coaches Training)**

Pre-Workshop Evaluations MicroResearch MUST 2017

Completed by 12/13 (92%)

1. Why did you enroll in this MicroResearch Workshop/Program?

- Gain research skills and knowledge/ grant writing 9
- Help grow my career 1
- Keen on learning how to do community research 3

2. What are the top 3 things you want to get out of this Program?

- Knowledge and skills about MicroResearch 10
- Skills to write research grants 7
- MicroResearch certificate 6
- Learn to work with others on research 3
- Learn how to get published 3
- Learn how to facilitate community based research 4
- Learn how to analyze data 1
- Learn how to be a PI 1

3. Do you have experience in health research?

Yes: 6 No: 6

If Yes, in what role(s) have you been involved? ✓ all that apply

research study participant: 2

research study assistant: 3

research study site investigator: 1

research study principal investigator: 0

Other – please specify: 0

4. Can you commit the time required to complete the workshop? (all day except Sunday from Mar 1 to Mar 9)

Yes: 12 No 0

5. What would prevent you from completing the workshop?

Not an issue

6. What do you hope to learn?

Similar responses to Q1

With following additions:

- learn more about MicroResearch program for project success
- how to write a research report

- how to cost out a research project
- learn how to avoid problems – data collection , analysis etc

7. How are you related to the provision of health services? Specify

Work now or worked in past in the delivery of health services (hospital, clinic, office practice etc) 9

Volunteer now or in recent past in health services 1

Work or volunteer from community based organization (CBO) or nongovernmental organization (NGO) focused on health. Please specify: 1

Other relationship, please specify: 1 student in health profession - medicine

No relationship

8. In the past 12 months have you and/or your family used health services?

governmental health services 11

private for profit health services 7

private not for profit health services 3

traditional health services 0

other specify 0

9. Do you perceive any bias or coercion associated with your participation in the MicroResearch workshop?

12 NO

Appendix 5: MicroResearch Workshop Program with Facilitators

SA: Scholastic Ashaba; FB: Florence Beinempaka; OF: Oriokot Francis; EB Esther Beebwa;
 EN: Eunice Ndyareeba, KJ: Kabakyenga Jerome, NB: Nyongozi Baltazar, BT: Basil Tibanyendera, TM:
 Tumuhimbise Manasseh, NM: Noni MacDonald

Program Date	MR Day	Discussions and Group Exercises
March 1 Wednesday Morning	1	a) Introductions and Objectives NM, FO, b) Using the internet for MR projects, FO NM c) Defining a research question SA
Afternoon		
March 2 Thursday Morning	2	a) Principles Clinical Research, Research Design & Qualitative Research NB b) Pitfalls in Research EN NM
Afternoon	3 (start)	Group prepares PPT
Later Afternoon		Group presents to workshop their topics and final selection with rationale NM
March 3 Friday Morning	3 (cont'd)	a) Research Design 2; Quantitative SA b) MicroResearch proposal overview – getting started EN, NM
Afternoon	4	a) Research Tools: sampling, basic statistics EN b) How to get Published SA
March 4 Saturday Morning	5	a) Research Ethics FO b) Community Engagement & class exercise EB KJ Teams present oral Project Update KJ NM
Afternoon	8B	Writing a MicroResearch Grant EN, TM, NM
March 6 Monday Morning	6A 7A	Writing a report EB Knowledge Translation FO
Afternoon	6B	Oral & poster presentations & exercise FB
March 7 Tuesday Morning	7B 8A	Research to Policy & exercise FO, NM Writing an abstract & exercise FB
Afternoon		Group work
March 8 Wednesday	9	Career Planning and Time management & exercise SA Polishing Presentation
March 9 Thursday morning	10	Presentations by Teams NM Each group gives a 10 minute research presentation at the end of the workshop with adjudication by judges

Appendix 6: Small Groups/Teams, Questions Raised, MR Coaches, List Serve

Team 1:

Coach: Scholastic Ashabasashaba@must.ac.ug Pyschiatrist

Team members:

Beatrice Akello omoding57@gmail.com	nurse /midwife
Grace Tino Akello tinoannegrace@gmail.com	nurse /MW/PH
Oluka Faustino Faustinedizzy@gmail.com	community devel
Manasseh Tumuhimbise Tumuhimbise.manasseh@must.ac.ug	finance
Hellen Unzia Agoile bitogah@gmail.com	nurse /midwife

List serve:

omoding57@gmail.com; tinoannegrace@gmail.com; Faustinedizzy@gmail.com;
Tumuhimbise.manasseh@must.ac.ug; bitogah@gmail.com; sashaba@must.ac.ug

Questions:

- **Barriers to complementary feeding among children below 2 years in Gweri subcounty Soroti district.**
- Justification if adequately practiced can prevent 19% of childhood deaths,6% of deaths in under 5 could be corrected by complementary feeding and little research has been done on complementary feeding.
- Factors that prevent completion of HPV immunization scheduled amongst 10 years old in Soroti
- No follow up has been done on girls who have received HPV 2nd dose
- Factors leading to failure of lactating mothers to complete hepatitis b vaccine in Soroti district
- Why lactating mothers do not complete hepatitis B vaccine.
- Impact of use of contaminated water among pupils in boarding school aged 6-12 years in Soroti municipality
- Improve the health and learning performance of school aged children, reducing incidences of water and sanitation related disease.
- What is the influence of community health insurance on access to health services among mothers in rural communities in Beshenyi district

Team 2

Coach: Francis Oriokot foriokot@yahoo.com Paediatrician

Team members:

Muwanga Silas silasmuwanga10@gmail.com	Student Doctor
Sonia Kobutungi kskhantal@gmail.com	Social worker
Atukunda Judith judithtukunda@gmail.com	Psychologist
Christiine Tushabe c.tushabe@yahoo.com	Poultry farmer
Robert Malcolm Mugonza robertmugonza@must.ac.ug	Computer Scientist

ListServe:

silasmuwanga10@gmail.com; kskhantal@gmail.com; judithtukunda@gmail.com; c.tushabe@yahoo.com;
robertmugonza@must.ac.ug; foriokot@yahoo.com

Questions:

- Factors affecting disclosure amongst HIV+ adolescent patients to their partners in Mbarara
- **What are care seeking behaviours of mothers with children under 5 yrs of age with suspected Pneumonia in Mbarara?**
- What are the determinants of delay in Pneumonia treatment-seeking behaviours of mothers with children under 5 yrs of age in Mbarara.
- Local community perception, their level of participation and their impact on attaining quality health services at the health care facilities in Kikagati subcounty, Insiyiro District
- How adults who visit health facilities from HCII – HCIV in Kikagati health sub county assess the quality of health services offered for the past 2 years
- Perception of prayer as a therapy amongst women aged between 20 – 50 years of age living with HIV at ISS, MRRH
- Effects of ARV intake amongst school going adolescent patients infected with HIV in Nyamitanga Division

Team 3

Coach: Eunice Ndyareebatndyareeba@yahoo.com
Beebwa Esther beebwae@gmail.com

Educational psychologist
Nurse

Team members

Byomugabe Johnson Johnsonmugabejmj@gmail.com

Clinical officer/psychology
student

Kanyesigye Stella skanyesigye@must.ac.ug

Lecturer Physics

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ICT

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Johnsonmugabejmj@gmail.com; skanyesigye@must.ac.ug; oyesigab96@gmail.com;
rehmanakanjako@gmail.com; pinupcontact@yahoo.com; tndyareeba@yahoo.com; beebwae@gmail.com

Questions:

- Why do mothers of children under five years choose or not choose alternative healthcare before coming to Itojo Hospital, Ntungamo District.
- **Does the extended absence of fathers affect the nutrition status of children under the age of 5years in rural areas in Mpungu Sub-county, Kanungu District?**
- What are the determinants of practice and attitudes of women between 15-36years toward cervical cancer diagnosis, treatment and vaccination in Kayonza Sub-county, Kanungu District.
- What is the effect of stigma on utilization of health services in HIV positive mothers of reproductive age in Muko Sub-county, Rubanda District.
- What knowledge, attitudes and practices on proper on-site waste management practices and their health among women in Kakoba division, Mbarara Municipality.

Appendix 7: Judges Scoring System

Judge's Summary Scores			
	Points		
Feasibility: e.g. Topic, time, budget	25		
Importance and Relevance: to local community, Africa and beyond	25		
Methods –appropriate to question	20		
Addresses SDG	10		
Novelty	10		
Evidence multidisciplinary team participation	10		
Total Points	100		
Presentation: Rate out of 10			
Specific Comments			

Appendix 8: Project Presentation Titles and Judges Comments

Team 1: *Complimentary Feeding in Situations of Acute Food Shortage in Rural Eastern Uganda*

General comments: This is a relevant study most especially at present when there is severe food shortage in many regions of Uganda.

Specific comments:

1. The study should focus on complementary feeding in relation to breastfeeding and the aspect of breast feeding should come out clearly
2. Emphasize the fact that the study will focus on complementary feeding in situations of food shortage bearing in mind that food shortage in these regions is seasonal
3. Focus on complementary feeding in relation to food availability, accessibility and the choices that mothers have to make
4. The following objectives were deemed appropriate for this study by the judges
 - Describe the current complementary practices by mothers in the region
 - Identify what foods are available for children aged 6-24 months in periods of acute shortage
 - Identify cultural food practices that mothers and caregivers have cope with during periods of acute food shortage to meet nutritional needs of their children
5. Then methodology can be modified to meet the objectives of the study

Team 2: *Healthcare seeking behaviour by caregivers of children under-five years of age with suspected pneumonia in communities within Mbarara District, South West Uganda.*

General comments: This is highly relevant study

Specific Comments:

1. The background needs to be improved- tell story so more clearly defines the research question
2. Search relevant literature to you research questions; there maybe gray literature – local thesis etc avoid making wrong assumption that nothing has been done in the area. You could contact the district for more information on what they know about ARI in this age group.
3. Objectives need to be more specific; show what variables will be measure
4. The methodology needs to be strengthened. Define the concept of the community. Be specific on what you mean; village vs parish.
5. Focus on ARI not pneumonia as in community can not differentiate well between ARI and pneumonia
6. Be clear on your sampling strategy and rationale for this; describe in more detail your sample size determination process and the sampling procedures
7. The budget should be improved- will need more specific comments to justify it
8. The role of VHTs and the health care system in Uganda should be taken into account especially the current debates about scraping off HC II.

Team 3: *Extended absence of fathers and its effect on the nutrition status of children under the age of 5years in rural areas in Mpungu Sub-county, Kanungu District.*

General comments: A very relevant project area. Beware not to over judge fathers and look for both positive and negative cultural practices in this area.

Specific Comments:

1. Include in your background why you are studying fathers and their role in malnutrition- why is this important e.g. observation on numbers who are away. First describe the problem. The 1% prevalence of malnutrition mentioned is not big enough to bring out the problem. Note observation at the local level re fathers absent from homes in children seen in malnutrition clinic.
2. Search for more literature on the state of nutrition in children in Uganda to come up with relevant figures to enable you to define your research question based on the magnitude of the problem.
3. You need to define the role of men in reference to the current debate on the economy and men's contribution in the country.
4. The methodology is crowded with many approaches. Choose one approach and use that.
5. Simplify what the terms mean in order to come up with clear objectives.
6. The study is mainly qualitative cross sectional not mixed methods.
7. The fathers may be absent but you need to be realistic and define what is keeping men away from home.

Appendix 9: Workshop Evaluation

Scores and Comments N= 15/15 (100%)

Score: 1=low to 5=excellent or agree strongly

a. How would you rate this workshop?

Mean= 4.86

b. Did it raise research issues you had not considered before?

Mean= 4.80

c. Did it stimulate your interest in research?

Mean= 4.73

d. Would you recommend it to a colleague?

Mean= 5

1. Why did you come to the workshop?

To learn the relevance of research and how to use research findings

To acquire skills on how to write a good funding proposal

To improve and learn new approaches on research management and teaching

To get knowledge and skills about research X3

To learn about and understand MicroResearch in the community X10 (variations on this)

To be certified for participation in

I wanted practical skill in research in writing proposals

Need to improve my skills, grow my career and CV

Get a feel for hat research is about

To be able to get a grant award

2. What was most helpful in the workshop?

Discovering that it's more important to find out the community's problem before trying to look for help

Writing up research questions and working it up to a full proposal overview which is attractive

Proposal development, time management and good clinical practice

Knowledge shared

How to design a research question

Community engagement

Different research methods and how can be used concurrently

Learning the research skills and how to research can be helpful to implement and for policy and how important knowledge translation part is

The slides of methods clearly explain how best research is conducted and gave me a good picture of MicroResearch

Knowledge gained in how to write a proposal and in team work built

Coaches guidance

The lectures on research methods and design

Timing of workshop and how time spent

Everything- grant writing, KT, focus on policy, clinical research, community, all of the hints

Content all appropriate

Principles clinical research, design and KT

Mind map

The tasks given to create a MR proposal

3. What might be changed?

Nothing X 6

Make the course longer because there are so many things to understand X2

All day schedule was tasking- should be changed to afternoons

Include field visits to the community to more fully internalize the concept dynamics and practice of engagement

Move time management and career planning to among first lectures

This workshop should be extended for one month, 8 days too small for such good work

All is well for me

Time schedule is hard

The time frame is hard

4. What lectures were most helpful?

All X3

Defining the research question X3

Research design/methods X 5

How to get published

KT X5

Writing a report

Career Planning and time management X2

Writing a proposal- steps X2 e.g. background, budgeting etc.

Community Engagement X4

Writing abstracts

How to write bios and cvs

Research Ethics X2

Principles of research X2

Research into policy

5. What lectures should be shortened or dropped?

None X14

CV and Resume

All are important

6. How will you use what you have learned?

I will start to apply for other grants

I will share the content with my colleagues who have not been able to attend

I will use my knowledge to understand my community's problems better and to be able to find solutions

Developing research proposals, teaching research to students

Work on writing research up into an article

Participate in MR grant proposal competitions

Integrate MR content in MUST MBA program

Sharing information and giving CME when back in Soroti

Telling colleagues to attend next year

I hope to participate more in MicroResearch, advise research to answer questions about the needs of my community

Knowledge learned will be shared with other colleagues; if we get a grant we will surely do the research

Role modelling

Ensure knowledge is passed on to others

I will go back to my community and empower them with my sharing of the skills

I will use MicroResearch, - keep creating questions and finding answers

Certificate on my CV

Better manage my time
Get to know people who might mentor me
Will work hard with my research team
It was a wonderful session /training that I would wish to attend
I enjoyed it but lunch on site would help
Needs to be at least one more week
More refreshments need during the sessions
How to get a proposal done and how to refine a question will help with new proposals

Other comments

Please include more on statistical analysis of data
Please include more on how to develop good interview tools and questionnaires – more tools
It was eye opening and I am positive that it will change my life. Thanks to the facilitation
I want to make a difference in my community and this workshop has given me an idea of how I can do this
Having actual problem to work on that can improve the outcome of the community is so strong
The topic about time management needs to come first in the training. People needed to learn so all lectures could start on time
I have appreciated my attendance in the training- it has broadened my knowledge, actually need this information as will improve myself in doing research
All lectures are on the spot, they bring out information we need and are engaging
I feel every researcher has to know how good this is to our society and as a youth leader I have to get the job done for my members
This can change attitudes and perceptions
Extend the trainings to other parts of the country – Eastern Uganda
Next time let it be convenient for all
More refreshments please
Let it be more convenient with only afternoon sessions

Appendix 10: MicroResearch Team Evaluation by Each Team member

Team 1

a. Please state the research question

What complimentary feeding practise do caregivers/mothers cope with in situation of acute food shortage in Guweri Subcounty in Soroti District

b. What can support/enable your team to successfully address this question?

Need to have a dietician

Need to train research assistant X2

Work together as a team

Make use of research assistants with a/v devices

Recruit a paediatrician to the team

Assess both mothers and fathers

Opinion leaders have a big role to play in addition to our support team

c. What difficulties do you see in being able to successfully carry out this work?

Ease with which other members of team can communicate- distance – use online skype meetings

Assessing fathers as part of the respondents

Time management- must allocate well X2

Set goals realistic

Not see problems

d. How confident are you as a team to address these barriers?

Means=4.4

e. How would you rate the degree to which you worked as a team?

Mean= 4.4

6. Do you have additional comments about your group's ability to function as a "team"?

Need to have more commitment

Have each team member elicit what they can manage – be resourceful

Once grant is given, I believe team is competent to undertake this research and finally publish it

Team 2

1. Please state the research question

What are the healthcare seeking behaviours of caregivers with young children with suspected pneumonia in Mbarara District?

2. What can support/enable your team to successfully address this question?

Community engagement X4

Resources – financial x2

Favourable environment

Recruit a pediatrician

3. What difficulties do you see in being able to successfully carry out this work?

Obtaining accurate data form respondents

Inadequate time frame x3

Financial constraints

4. How confident are you as a team to address these barriers?

Means=4.6

5. How would you rate the degree to which you worked as a team?

Mean= 4.8

6. Do you have additional comments about your group's ability to function as a "team"

-none X2

-composed of many disciplines, this enable us to generate more ideas form different perspectives

- common goal is met /reached at appropriate time

gives wider perspective to research question

Team 3

1. Please state the research question

What is the role of fathers in the nutrition status of children under 5 years in Mungu Sub country Kanuga District

2. What can support/enable your team to successfully address this question?

Co-operation, communication, respect for each other's views and all in all a committed team

Proper co-ordination and teamwork

Being given this opportunity to conduct this research and find good answers

Team work

Funds

More team meetings

Need to work closely with those on the ground

3. What difficulties do you see in being able to successfully carry out this work?

We need more people with expertise in social work to be on our team – not found yet

Our place of professional work is far different from each other – a strength

Have frequent meetings (face to face) maybe hard as work in different places

4. How confident are you as a team to address these barriers?

Means=4.6

5. How would you rate the degree to which you worked as a team?

Mean= 4.8

6. Do you have additional comments about your group's ability to function as a "team"

-competent and knowledgeable team members that are committed to get the work done

We came with different backgrounds and reasons but we have managed to put differences aside and work as a team. I am sure we would like to work on future projects with my team because they are hard working and reliable

Keep each other at heart

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