

**MicroResearch Workshop Report**  
**Mbarara University of Science and Technology and Healthy Child Uganda**  
**August 18–August 29, 2014**

*Building capacity for community focussed health research*

Workshop for Community Based Researchers  
held at  
Mbarara University of Science and Technology  
Hosted by Maternal, Newborn and Child Health Institute (MNCHI)  
and Healthy Child Uganda

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Past Chair Institutional Review Board  
Mbarara University of Science and Technology

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**Mbarara University of Science and Technology MNCHI and Healthy Child Uganda**  
**Mbarara Uganda**

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Canadian Child Health Clinician Scientists Program

Canadian Paediatric Society

Society of Obstetricians and Gynecologists of Canada

IWK Health Centre

Dalhousie University

MicroResearch private donors

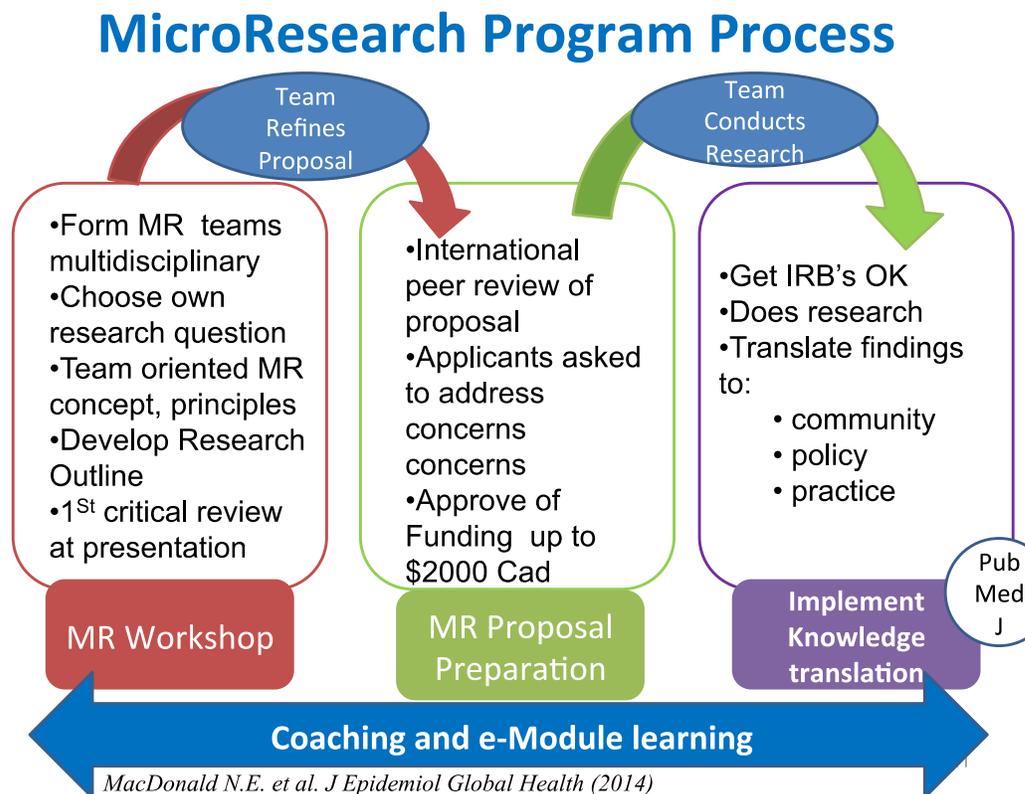
Workshop Participants through enrolment fees

Personal donations by N. MacDonald

## Introduction and Background

Building on the achievements, including those in health, of the *Millennium Development Goals* (MDG), the United Nations in 2013 has proposed the *Action Agenda for Sustainable Development*. Developing local capacity to sustain and improve on MDG health gains is a 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 Action Agenda 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 MicroResearch Workshop Program and Participants**

The workshop was held at Healthy Child Uganda Training Shed in Mbarara South Western Uganda with co-ordination supplied by Maternal, Neonatal, Child Health Institute, MUST coordinator, Sheila Ninye Olivia, who also took the course. The half -day workshop ran from August 18 to August 29, 2014, at the Blue Shed in the Healthy Child Uganda compound.

HCU collected a registration fee to ensure registrants were serious about attending, and to off-set local expenses for the MicroResearch Workshop and program. HCU registration fee was approximately \$20 CAD (50,000 UGS).

Participants were recruited through word-of-mouth, personal invitation and by poster (same as last year but fee information added). Twenty-three of the registrants were present on Day 1, five more joined on Day 2, for a total of 28. Participants came from a wide range of disciplines including dermatology, nursing, social work, laboratory medicine, development, agriculture, and accounting as well as from several small regional NGOs or small private consulting companies (**Appendix 1**). Of note: at least six had previously participated in a research project either as part of a research team carrying out a project or as participants in a clinical study.

The format for the workshop combined lectures and daily small group interdisciplinary, interactive working sessions. The topics covered and the facilitator for each session are noted in **Appendix 2**. Session lectures started at 2:00 PM and were followed by interactive small group discussion and planning (from approximately 4:30-6:30 PM). Initially, each member of the four small groups (6-7 per group) developed their own idea for a research question based on their own experience. Each group then selected one question to develop into a research proposal overview as a team during the workshop. The lectures were scheduled to coincide 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.

A number of revisions and additions were made to the workshop program. The USBs given to each participant this year included not only all of the lectures and the Handbook for Clinician Scientists but also the major references noted in each lecture and three new MicroResearch e-modules (quantitative methods, qualitative methods and knowledge translation and implementation). Many of the lectures had been substantially revised and/or shortened to leave more time for questions. The knowledge translation lecture now includes a practical exercise within the lecture. The abstract writing and poster exercises were continued as before. The two lectures career planning and documentation were combined into one titled Career Documentation and Planning. The participants were reminded on several occasions that their USB's had additional materials not covered in lectures.

## **The MicroResearch Training Workshop Facilitators, Invited Guest Lecturers, Special Guests and Coaches**

Dr. Scholastic Ashaba opened the MicroResearch Training Workshop on August 18<sup>th</sup>, 2014, noting that this was the 6<sup>th</sup> workshop to be held in Mbarara. As in the previous workshop, the majority of the lectures and interactive class work were led by local MicroResearch faculty; Scholastic Ashaba, Florence Beinempaka, Oriokot Francis, Barnabas Atwiine and Esther Beebwa with support from Noni MacDonald. Lecturers for the Ethics session included Oriokot Francis who covered the basic issues as he is now on the local committee, and Emmanuel Kyagaba who led a very lively discussion on research ethics in times of public health crisis using the Ebola 2014 West Africa epidemic as the lead point. All teachers coalesced into excellent team teachers and enriched many of the discussions. Interestingly, the participants eagerly jumped in to ask questions from Day 1.

The overall program had been extensively revised and reorganized this year. A number of the lectures were shortened. The abstract, poster and policy exercises were well received as was the new MR example in the Knowledge Translation lecture. The lecture notes for the teachers were expanded and all of the materials referred to in the lectures were included on the USBs. These changes were all much appreciated by both the facilitators and the participants.

Four participant groups were formed with 6-7 participants per group (**Appendix 3**). All participants were committed to developing their skills in clinical research, especially research that could improve health outcomes. Daily attendance was 88% to 100%.

### **MicroResearch Team Proposals**

As in previous workshops, the major learning was centred on the proposal overview development in the interdisciplinary groups. Many members had not met or worked with each other prior to this workshop. The collaboration started with the selection of the research question from those put forward by each group member on Day 2. The groups were guided by the lectures: Defining a Health Research Question, Principles of Clinical Research and Pitfalls in Research presented on Day 1 and 2. Each group discussed the merits of each question put forward by a group member and selected one that best fit “FINER” principles to work on as a team to develop a proposal overview during the workshop. On Day 3, a spokesperson for each group then presented the topics to the class and noted the one selected by the group and the rationale for its selection (**Appendix 4**). The four topic questions initially selected on the 3<sup>rd</sup> day of the workshop were:

Group 1: Male impact on females’ decisions to participate in HIV programs in Kamukuzi Division, Mbarara District

Group 2: Has limited access to energy sources for cooking influenced the behavior of mothers in Rwentondo cell kakooba division, Mbarara district?

Group 3: What are the factors affecting antenatal care attendance in Katerera sub-county Rubirizi district

Group 4: What are the self medication (traditional) practices by mothers, and their effectiveness, in the management of colic in children ages 0-4 months?

The series of lectures provided knowledge and skills needed to develop these questions into a rough research proposal including knowledge translation, ethical issues, community engagement and budget development-all core to the MicroResearch concept, for presentation on the final day, August 29, 2014. Each group worked to shape their proposal over the course of the workshop with the help of a coach; Group 1: Barnabas R. Atwiine, Group 2: Scholastic Ashaba, Group 3 Oriokot Francis and Ester Beebwa, Group 4: Florence Beinempaka with input from Noni MacDonald.

Of note the local facilities provided by HCU/MUST at the Blue Shed worked well to support the lecture and small group work in the program. For those who came early (i.e. in mornings) internet access was also provided at HCU.

### **Final Day**

On the final afternoon of the workshop each group presented in 10 minutes the overview of their proposal to a panel of 5 judges followed by comments and questions from the judges and the other participants. The five member panel of judges judged each Group's presentation (**Appendix 5,6**) and suggested how the proposals might be further strengthened. The Panel included: Prof Jerome Kabakyenga, Director of Maternal Newborn, Child Health Institute, MUST; Dr. Charles Mucunguzi Lecturer, Institute of Interdisciplinary Research and Training, MUST; Dr. Viola Nailah Nyakato, Director, Institute of Interdisciplinary Research and Training , MUST; Teddy Kyomuhangi, Project Manager, Healthy Child Uganda and Dr. Imelda Tamwesigire, Lecturer in Department of Community Health, Mbarara University of Science and Technology and Reproductive Health Specialist, and Dr Jerome Kabakyenga, Director of the Maternal, Newborn, Child Health Institute , MUST.

The Group deemed by the judges to have made the best presentation and who answered the questions most competently was Group Four: What are practices for managing colic in infants aged 2 weeks to 4 months in Nyarubungo parish, Mbarara district? Of note Group 1 was just one point behind!

### **Judges' General Comments**

All teams were congratulated on their good presentations, and staying to the time limit that was required. Each group succeeded in engaging the audience through their excitement and enthusiasm for the topic they chose. The relevance of each topic justified their passion for the effort. The judges endorsed that all of the teams should prepare a grant proposal for November 2014 or May 2015 MicroResearch Grant Competition. The judges noted that each of the Groups could further narrow their topic to make it even more interesting and feasible. All groups were reminded that they must do a careful literature search to make sure there is no duplication, and to especially check with local library that research has not been done for a thesis etc on the topics. Also obtaining local information about background from the UDHS reports would be helpful for all groups and most especially group 2 that is studying sources of energy and available

interventions. The quality of the four projects was impressive especially given the time frame for development of these presentations. (Specific comments for each group **Appendix 7**)

## **Workshop Evaluation**

Participants were invited to complete a questionnaire to evaluate the workshop. In brief they much appreciated the MicroResearch concept and training. All aspects were deemed useful and several commented on the helpfulness of the group work and the support from the coaches.

(Evaluation Report **Appendix 6**)

## **Recommendations**

- Consideration be given to having the course in January 2015 when MUST is in recess if this could be made feasible for all
- The MR MNCHI/MUST/HCU Team would also like to consider a Wednesday to Tuesday schedule –i.e. two weekend format
- The MR MNCHI/MUST/HCU Team will look at specifically soliciting participants who are involved in care areas related to trauma and safety as these are major public health local concerns with the hope that projects in that area may come forward.
- The MR MNCHI/MUST/HCU Team will seek local NGO potential partners for funding of projects and for helping with knowledge translation
- The MR MNCHI/MUST/HCU Team will explore if MicroResearch can be included in the next MEPI cycle at MUST
- The MR MNCHI/MUST/HCU Team will explore the development of an “advanced “ certificate designation for MR certificate holders who have finished their projects and published – i.e. the full MR program
- The additional materials on the USB key were especially appreciated as the internet is unstable and access to materials can be difficult

## **List of Appendices**

1. List of participants, backgrounds and email addresses
2. Program Outline
3. List of small groups with coach and emails
4. Topics and Questions explored by each group
5. Scoring System for Proposal presentation
6. Workshop Evaluations
7. Judges Comments Each group

Respectfully submitted by Noni E. MacDonald MD, FRCPC, FCAHS

## Appendix 1: List of Participants, Profession, Gender, Email

Name	Gender	Institution	Profession	Email
Judith Namanya	F	IDRC/ MUST	Social science Researcher	<a href="mailto:jnamanya@idrc-uganda.org">jnamanya@idrc-uganda.org</a>
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Turyashemererwa Esther	F	Epicentre/ MUST	Lab Technician	<a href="mailto:turyaesther@gmail.com">turyaesther@gmail.com</a>
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Athuhair Moses	M	UTOPIA	Social worker	<a href="mailto:Utopia456@hotmail.com">Utopia456@hotmail.com</a>
Cecilia Akatukwasa	F	IDRC/ MUST	Public health specialist	<a href="mailto:cakatukwasa@gmail.com">cakatukwasa@gmail.com</a>
Moses Kigozi	M	CHEDRA	Psychologist	<a href="mailto:Kigozim20@gmail.com">Kigozim20@gmail.com</a>
NagabirwaEdwig	F	MUST	MD- Dermatology Resident	<a href="mailto:edwignagabirwa@gmail.com">edwignagabirwa@gmail.com</a>
BasemeraMilly	F	Madrasat Umar Primary School	Teacher – education, social sciences	<a href="mailto:Basemeram8@gmail.com">Basemeram8@gmail.com</a>

## **Appendix 2: MicroResearch Workshop Program with Facilitators**

SA: Scholastic Ashaba; BA: Barnabas Atwiine; FB: Florence Beinempaka; OF: Oriokot Francis; EB Esther Beebwa; NM: Noni MacDonald

### **Day 1 (Monday 2-5pm)**

Welcome and introduction of faculty and participants - SA, NM

Introduction to the Workshop and Objectives-NM

Introduction to the Web program- BA

Defining the research question- SA

Group activity: Each course participant challenged to identify a research question from their own experience.

### **Day 2 (Tuesday 2-6 pm)**

Principles of Clinical Research-OF

Pitfalls in Research- FB, NM

Group activity: The group selects one of the proposals to develop and refine into a research project.

### **Day 3 (Wednesday 2-6 pm)**

Getting started on writing a proposal SA

Group Reports – question selected and why- Chair NM

Group activity: Refine proposal; introduction group to their coach

### **Day 4 (Thursday 2-6pm)**

What editors are looking for-FB, NM

How a manuscript is reviewed including galley proofs - EB

Group activity: Refine proposal

### **Day 5 (Friday 2-6 pm)**

Basics and Local Research Ethics - OF, EK

Writing an Abstract - BA, NM

Group activity: Refine proposal

Week Two

### **Day 6 (Monday 2-6pm)**

Writing a report BA

Oral and Poster exercise\*\* - FB

Group activity: Refine proposal

### **Day 7 (Tuesday 2-6 pm)**

Principles of Knowledge- Translation -SA, NM

Moving Research into Policy\*\*- OF

Group activity: Refine proposal

### **Day 8 (Wednesday 2-6pm)**

Community Engagement –EB  
How Grants are Reviewed - FB  
Group activity: Refine proposal

**Day 9** (Thursday 2-6pm)  
Career Documentation and Planning SA, OF  
Group activity: “Polish” proposal for presentation.

**Day 10** (Friday 2-5 pm)  
Each Small Groups Presents their research proposal  
Group Activity: Awards and Graduation Ceremony

Small Group Research Sessions: Those participating in the program will be divided into groups. Each group will remain together throughout the workshop as they develop, refine and complete their research proposal. These sessions will be facilitated to help them focus the research proposal and develop their plan.

Each group gives a 10 minute research presentation at the end of the workshop (Day 10).

\*\* means interactive seminar

## **Appendix 3: Small Groups, EA MR Coaches, List Serve**

### **Group 1**

sheila.mnchi@gmail.com; ahabweemanuel@yahoo.com; jnamanya@idrc-uganda.org;  
rosettekyarisiima@gmail.com; kyarimpa.rose@yahoo.com; edwignagabirwa@gmail.com;  
makorogo2040@gmail.com

Coach: Barnabas Atwiine atwiine78@gmail.com

### **Group 2**

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mwasula2000@yahoo.com; cakatukwasa@gmail.com;  
passycruiz@gmail.com; sochwo@gmail.com;

Coach: Scholastic Ashaba ashaba.schola@gmail.com;

### **Group 3**

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sharonnatumanya@gmail.com; nuwsimpson@gmail.com; Maatem2014@gmail.com;  
onarnamadou@gmail.com

Coaches: Oriokot Francis; EB Esther Beebwa foriokot@yahoo.co.uk; beebwae@gmail.com

### **Group 4**

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tumusiimegyaviira@yahoo.com; pnuwagira@gmail.com; kayebultemeier@gmail.com;  
joykyomugisha@gmail.com;

Coach: Florence Beinempaka beineflorence@yahoo.co.uk

## **Appendix 4: Topics and Questions Explored by Each Group**

Each Group's Selected Question highlighted in **bold**

### **Group 1**

Challenges faced by village health teams (VHTs) while implementing community case management of childhood illnesses.

What are the reasons for increased caesarean section at Mbarara Regional Referral Hospital in the past five years?

Male impact on females' decisions to participate in HIV programs in Kamukuzi Division, Mbarara District.

Assessment of the prevalence of the occurrence of skin infections in children below five years in Masha sub county, Insingiro.

Reasons why children do not complete their immunisation schedules in one year.

Causes of persistent malnutrition among children below 5 years in Nyarubungo parish, Mbarara District.

Knowledge and attitudes among adolescents towards sexual behaviour in Omukijungu, Mbarara District.

### **Group 2**

How limited access to energy sources for cooking has influenced the behavior of mothers in Rwentondo cell Kakooba Division, Mbarara District

How can LCS be motivated to promote MNCH in Ndejja, Mbarara

Assessment of care givers response to U5 children with malaria cases in Kinoni, Mbarara

Why there is consistent increase in number of women dying during child birth, in Burungamo Parish Isingiro District

Assessing knowledge, attitudes, behaviors of male partners towards ANC in Mwizi

What should VHT do to improve nutrition of expectant mothers

Comparing women with insurance, and those without insurance in relation to delivery at health facilities, in Kajunju sub country.

### **Group 3**

The contribution of community based health workers in eradication of malnutrition in Kyabungimbi-Bushenyi district

Are there effective models for partnership between health service providers, faith based and cultural groups that lead to improved care and higher care demand for care through culturally appropriate and respectful care?

What factors are associated with cesarean section in Mbarara regional referral hospital?

What are the perspectives and practices of care takers of children admitted with severe malnutrition in Mbarara regional referral hospital

What are the causes of infant mortality in Kagando-Shema district

What are the factors associated with lost follow up of antenatal visits 3 and 4 among mothers attending immunization at Mwinzi Health Center III

What are the barriers and factors affecting antenatal care attendancy in Katerera sub-county Rubirinzi district

What is the relationship between local leaders and VHT's on promoting maternal child health in Katerera county-Rubirinzi district

#### **Group 4**

Which drugs give the most adverse drug reactions in hospitalized cancer patients in cancer unit of Mbarara University?

Effectiveness of herbal remedies in the treatment of colic in children under three months in Mbarara municipality?

What is role of community pharmacists in Mbarara municipality?

Can Market days and community service days enhance or hinder delivery of health services in villages?

Household income and health conditions among children below 5 years.

What are the effects of ETOH consumption among school going children?

What are the self medication practices, by mothers in the management of common fever in children ages 0-5 years?

What are the self medication (traditional) practices by mothers, and their effectiveness, in the management of colic in children ages 0-4 months?

What are the knowledge, attitudes and practices on medical laboratory services in diagnosis of diseases?

What are the effects of mistreatment of expectant mothers during pregnancy?

The impact of male involvement in female antenatal practices on infant HIV acquisition among HIV infected mothers

What are the factors causing malnourished children in Kinoni sub country?

What affects participation of males PHC?

What is the relationship between market days and uptake of FNP services by teenage mothers in Bwizibwera I community?

The care taking on newborns up to one year

The treatment of 1 to 4 year old children

What is the response of bone setters, clinical officers, nurse, and physicians to maggots on trauma wounds in children ages 5-15 in Mbarara?

What are the herbs and procedures used by young women of childbearing age to induce loss of pregnancy?

What is the association between head trauma in children between ages 5-10 years and riding to school by BodaBoda?

How are the feeding practices of infants less than one year altered by the additional pregnancy of the mother?

## Appendix 5: Judges Scoring System

Judges Scoring System					
	Points	Group 1	Group 2	Group 3	Group 4
Feasibility: e.g. topic, time, budget	35				
Importance and Relevance: to local community, Africa and beyond	35				
Addresses Millennium Goal 4 or 5	10				
Novelty	10				
Evidence multidisciplinary team participation	10				
<b>Total Points</b>	<b>100</b>				
Comments					

## Appendix 6: Workshop Evaluation

Scores and Comments N= 27 of 28 (96%)

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

a. How would you rate this workshop?

Mean= 4.7

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

Mean= 4.3

c. Did it stimulate your interest in research?

Mean= 4.7

d. Would you recommend it to a colleague?

Mean= 4.9

### 1. Why did you come to the workshop?

To gain/improve research skills and knowledge X17

Prepare better for my future career as a researcher

For the 5 years I have been involved in research I have never been included in proposal writing, this was an opportunity to learn how to do it

To stimulate me to do my own research

Saw the advert

To learn to do research with people from different backgrounds

To learn about community focused research x2

Suggested by a work colleague who said it was great X3

Acquire skills to write proposals not just collect data

### 2. What was most helpful in the workshop?

The USB stick with all the materials, the lectures and then using this to write a proposal

Preparing an abstract, paper and especially a proposal

KT, writing a grant

Knowledge translation and community engagement are so important for us

The class discussions were so interesting; felt free to ask questions and received helpful answers

Personally broadened my thinking about research especially proposal writing and knowledge translation

The interdisciplinarity

Learning how to grow an idea into a proposal

Relevance and importance of community research

How to write an abstract

Prof Noni is a great facilitator – she made us think

Having a section on asking a question and then developing this into a real proposal

Proposal writing

Abstract writing, KT plan development, community engagement – what it is and what it is not

The importance of building teams doing research that different disciplines bring so much to a question and proposal

The facilitators were great  
Writing a real proposal and learning how to submit a good abstract  
How to do a budget- I had no clue before  
Working through the process for grant proposal development in an efficient and organized way  
IMRaD was so helpful  
I am now equipped to work with a team to write a proposal  
All of it X 3!  
The abstract writing exercise and talk was an eye opener  
Learning about IMRaD for writing abstracts, papers and posters  
Study design and how it relates to the question  
Details about plagiarism, I never knew, IMRaD, abstract exercise, KT, community engagement  
Prof Noni's explanations of unfamiliar terms we need to know  
All areas were vital esp abstract, editors want, ethics and KT were outstanding  
Taught us how to approach community research so it can really work  
Research methods, community engagement, how to make a presentation and KT

### **3. What might be changed?**

A lot to cover- could it be longer or a full day?x4  
Need more timeX3  
NothingX8  
Change from afternoon to morning X 2  
More spacious venue  
Extend this course to other parts of Uganda beyond MUST and Makerere- suggest  
Midwestern Uganda like Kyenjojo esp because they have epidemics and outbreaks and need  
this research background  
See if could make so more computers could be used during the course  
Add lectures on data analysis  
Could it be done during time recess time – like January  
Get more feedback on how progressing on proposal from coach on a daily basis  
Daily evaluation  
The payment  
Coach need to ensure a few people do not dominate a group  
Need more time for group discussion  
Have a test at the end

### **4. What lectures were most helpful?**

IMRaD and FINER X 6  
AIIX8  
Methods, Research to Policy  
The KT plan was mind opening,  
Community engagement, I have not been doing this very well  
Research methods, community engagement, knowledge translation, research in emergency  
situations  
Community engagement, peer review  
Writing an abstract , knowledge translation  
Community engagement, research ethics

KT, community engagement and proposal writing  
Abstract, KT, CV  
How to apply for a grant  
Methods  
Prof Noni and Schola  
FINER, IMRaD, background formulation, defining research question, methods and KT  
KT  
Budget, Grant writing, KT, writing a manuscript  
Abstract, writing grant, writing a manuscript, ethics, KT  
How to write a proposal – methods – helpful summary

#### **5. What lecture(s) could be shortened or dropped?**

None (x24)  
KT seemed long – but was the class discussion that made it long  
Ethics was long  
Budget was long but helped me learn

#### **6. How will you use what you have learned?**

I will do better research than before  
I am ready to help move out team's proposal to a full grant proposal  
In my day to day work will ask better questions and go about changing for the better  
Put it into practice – put ideas together, develop research questions and apply for grants  
KT and community engagement will help in my work. I will be practicing what I have learned in my community with the aim of finding durable solutions  
By caring on my MR project and applying for a grant  
I will develop and write more proposals and apply for grants  
To carry on as a MicroResearcher; train other people esp students in how to define a research question etc  
I will use KT in my work and will help my team develop a full proposal  
Work with my team on MR grant  
Encourage my community to identify community challenges and then work with them to find solutions  
Will conduct research and write papers  
I will work with communities to help change perceptions and find solutions to their problems  
I will use this to carry on my other research proposal as well as work with my team  
Will use for future academic work esp like report writing  
I am going to start a short MR course support centre in Kyenjojo district to champion local resources for support of MicoResearch and drive issues to policy  
I will participate in research that will help my institution and my community  
Write more proposals  
I will start on the research topic, get data and the whole process will follow  
This will help improve my research project in my studies  
I plan to develop other research ideas, work them through and seek funding  
I will practice what I have learned and keep in touch with my supervisor and work with her to write proposals  
I am working with students and doing community based research

Apply for research grants

I will follow through on the work given to me by the team

### **Other comments**

I wish such workshops would continue so can give a chance to others to learn. I have not known what to look for. Researchers will also learn much about communities

I appreciate the training. Thank you for the knowledge you have shared

We are grateful for this opportunity. It was worthwhile

More time beyond two weeks as the content is rich and needs more.

Higher training beyond MR for graduate

I really liked all of the sessions

MR students

I did not get it all clear on how individuals can submit an application for consideration on MR. It was not clear how to involve NGO partners in MR

Thanks for the knowledge and skills given to us about research and how to conduct research. I

wish Noni could stay with us in Uganda to give us more lectures and interact with us more

It was so helpful

More session should be conducted

All was excellent

It has been so interesting and has taught me about research and community. I so much appreciate

Could MR be developed to a professional level – Diploma?

I recommend a TOT for MR facilitators before the training

MR is a golden opportunity for young researchers and those interested in research. There are not many such opportunities in Uganda; I therefore recommend full/more efforts on increasing awareness about this opportunity across Uganda especially among complimentary partners in health. Thanks for the knowledge

To all the facilitators/coaches thank you very much for this golden opportunity

I am very positive this workshop has taken my research career to a new level

Two weeks is too short

Needs to include MicroResearch in CME in refresher programs

We need to have this training on a quality basis .Everyone in Uganda needs this. Apart from MR training, is there any other training form Canada? Can we have MR affiliate with other Universities in Uganda? Makerere and MUST are not enough. I would suggest Bugema University. I could help with the link if asked

## Appendix 7: Judges Comments

**General:** The judges noted that each of the Groups could further narrow their topic to make it even more interesting and feasible. All groups were reminded that they must do a careful literature search to make sure there is no duplication, especially check with local library that research has not been done for a thesis etc on the topics. Also obtaining local information about background from the UDHS reports would be helpful for all groups. The quality of the four projects was impressive especially given the time frame for development of these presentations.

**Group 1:** Male impact on females' decisions to participate in HIV programs in Kamukuzi Division, Mbarara District

Define the concept and deal with confounders. Need to refine the methods; a sequential quantitative then qualitative study would fit well. Getting the methods right here will lead to very useful insights that may apply elsewhere. Ensure grant application is very clear on precisely what your question is in this complex area.

**Group 2:** Has limited access to energy sources for cooking influenced the behavior of mothers in Rwentondo cell Kakooba division, Mbarara district?

Shift your focus to barriers to acceptance of innovations to address the energy crunch. This would enhance this project and provide important local information. There is great potential to do something very useful. Discovering new innovations to address energy access problems could very much help shape future programs. What does the community see as potential solutions etc.

**Group 3:** What are the factors affecting antenatal care attendance in Katerera county- Rubirizi district

It's important to make this unique. What aspect of antenatal are you focusing on? Need a stronger literature search and then focus on an aspect you will explore. It would be interesting to discover if economic, planting and season have an impact. Does season make a difference in antenatal care? If so, when and how and on what part? It's more important to focus on antenatal practices rather than facility care.

**Group 4:** What are the self medication (traditional) practices by mothers, and their effectiveness, in the management of colic in children ages 0-4 months?

Need to link methods more clearly to the objectives. Fix the title. Do a qualitative study: what are mothers' perceptions and beliefs about colic? What about grandmothers and mothers in law? Find out the lived experience, this would be unique. What impacts on lives, what do about it etc. Don't forget to explain local context so a reviewer from Canada or US will understand. Don't make assumptions: explain.



Workshop Participants MUST 2014