

Co-production as an emerging methodology for developing school-based health interventions with students aged 11-16: A systematic review and thematic synthesis

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Background

Mixed and sometimes limited effectiveness of current school-based interventions e.g. Mental health education interventions (1 & 2); Social and Emotional Learning Interventions (3) and Health Promoting Schools (4).

Implementation in Context

- Variability in implementation has been shown to affect outcomes (5 & 6) and common school-level enablers and barriers (7-9) including contextual relevance.

Co-production - A way to achieve local understanding and develop interventions?



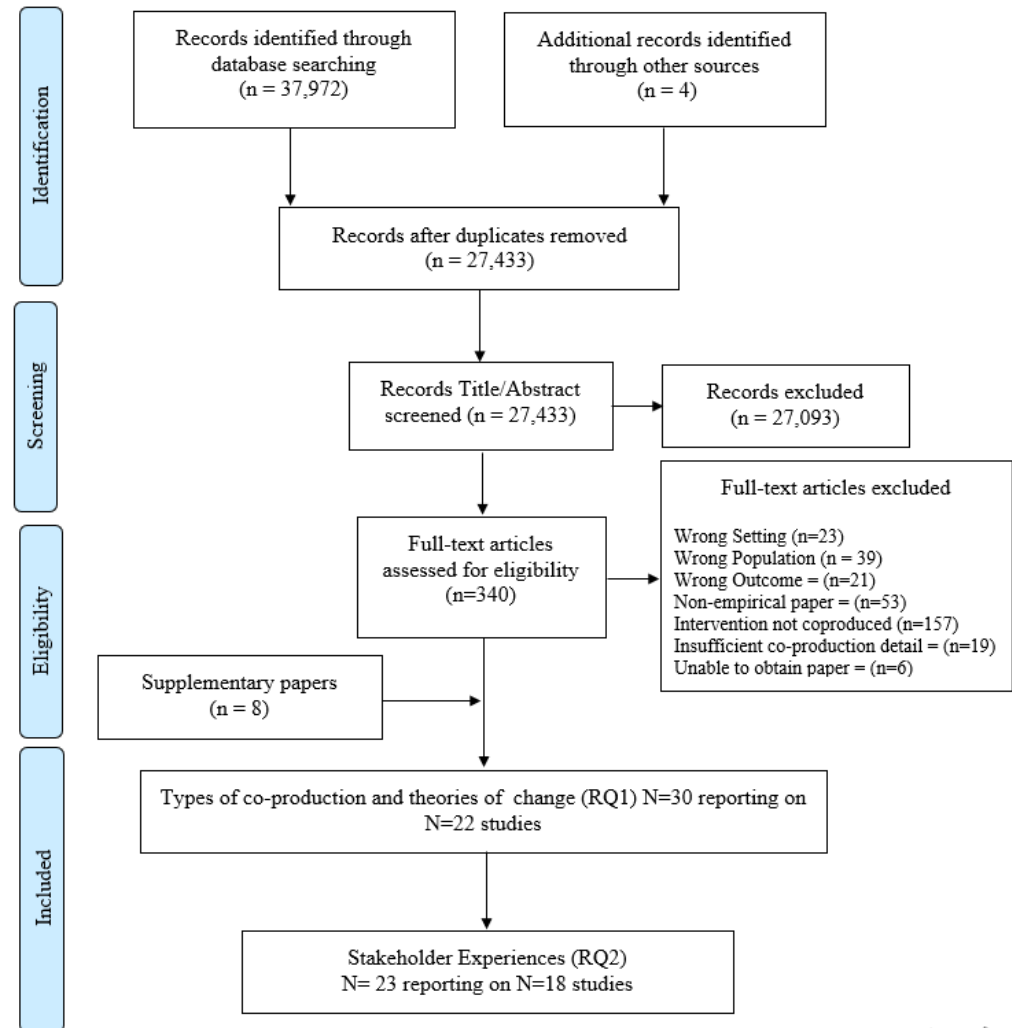
Research

Aim: To understand the types, underlying functions, and stakeholders' experiences for co-production in school-based health interventions with students aged 11–16.

Design: Systematic Review with thematic synthesis of existing co-produced studies.

Co-production: Varying concept

- Involvement must be situated within **individual schools**
- Include **students**
- Involve **Problem Setting** and **Problem Solving**



Findings

Three types of Co-production:

- 1. External Capacity Building (6 papers for 6 interventions):** Built capacity outside of schools via increasing facilitators' knowledge of co-production processes.
- 2. Individual-Level Capacity Building (12 papers for 9 interventions):** Upskilling students as researchers through delivering co-production training/curricula.
- 3. System-Level Capacity Building (12 papers for 7 interventions):** Establishing research action groups consisting of multiple stakeholders supported by an external facilitator, school data and/or intervention manuals.

Shared Functions:

Capacity building; Recruitment; Group Development; Problem-setting and Problem-solving; Adoption; Implementation and Evaluation.

Stakeholder Experiences:

Acceptability - All stakeholders in both types reported high levels of acceptability.

Feasibility - Variations were described by stakeholders in both types - depends on school support and baseline context on listening to students; limited time; needed high level of commitment from staff members.

Decision-making -

Individual-level - Student decision-making constrained to ensure they developed realistic student-led actions rather than school change or 'quick wins'. Headteachers didn't agree with so didn't adopt or ideas hard to implement as in opposition to school practices and policies.

System-level – Decision-making constrained in few studies - Facilitators ensuring health activities had clear intervention logic and avoided iatrogenic effects. High levels of adoption attributed to stakeholders throughout the school system involved in decision-making.

Contribution to Public Health

Full paper: Reed, H. et al. 2020. Co-production as an Emerging Methodology for Developing School-Based Health Interventions with Students Aged 11–16: Systematic Review of Intervention Types, Theories and Processes and Thematic Synthesis of Stakeholders' Experiences. *Prevention Science*, doi: <https://doi.org/10.1007/s11121-020-01182-8>