



UNOTT: Developing an Online Resource to Help UK Healthcare Workers Explore Childhood Vaccine Hesitancy

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This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 965280.

- **Process of designing the intervention**
- **The intervention & issues that arose**
- **Feedback & usage**
- **Concluding thoughts**



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New tool for healthcare professionals to help address parents' vaccine hesitancy

Thursday, 13 July 2023

A team of social scientists from the University of Nottingham are launching an online tool to help healthcare professionals have better conversations with parents who may be hesitant to have their children vaccinated.

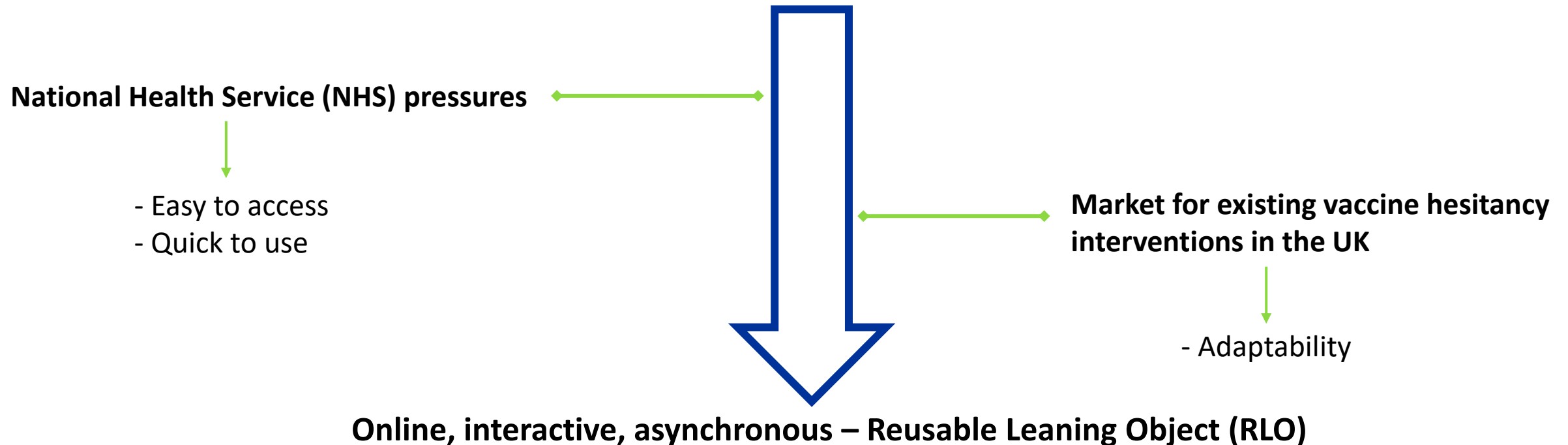
Funded by the European Union, the tool has been created as part of an €2.9 million international research project called [VAX-TRUST](#).



The design process 1:

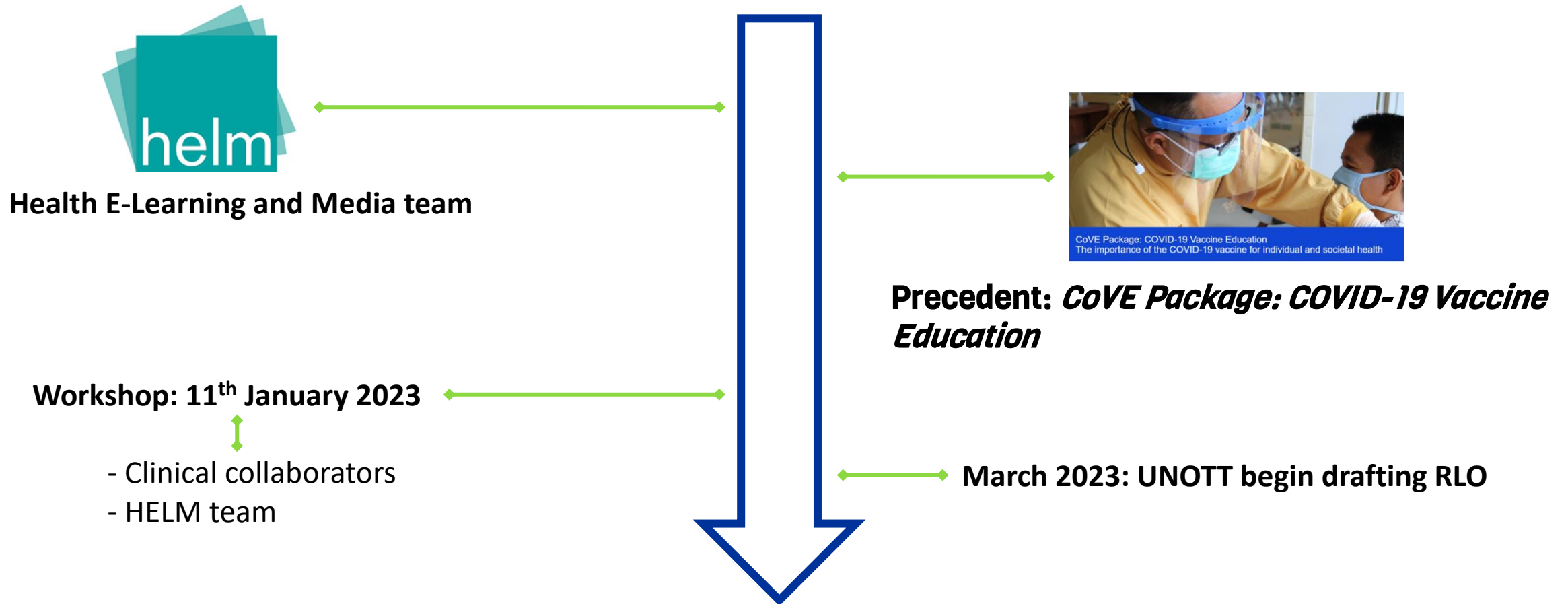
Aim: “... to improve awareness by healthcare professionals of the complex social/sociological underpinnings of vaccine hesitancy...”

The National Context:



The design process 2:

The Local Context:



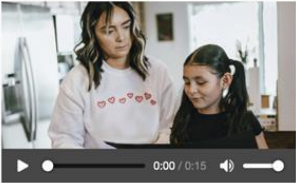
The UNOTT intervention:



Exploring Childhood Vaccine Hesitancy: A Resource for Healthcare Professionals

6. Clinic C: Catherine

You are a GP; Catherine has brought her 6 year old daughter to the surgery due to a suspected chest infection. Whilst going through the child's medical history, you notice that Catherine hasn't had the baby vaccinated yet and ask whether she has considered vaccination:



Read Catherine's words

Media

Task 1:

How much do you think the following issues influence how likely a parent like Catherine is to get their child vaccinated:

- **How much they use social media.**
Extremely unlikely (0) Extremely likely (10)
- **Mainstream media coverage of COVID-19.**
Extremely unlikely (0) Extremely likely (10)
- **Distrust in institutions.**
Extremely unlikely (0) Extremely likely (10)

Social

Task 2:


In your own experience, reflect on how the Covid-19 pandemic has potentially influenced your views of childhood vaccines, as well as the views of the patients you encounter.

Write your response here

Save Reset

Exploring Childhood Vaccine Hesitancy: A Resource for Healthcare Professionals

6.1 Clinic C: Catherine - Points to consider



Media

Whilst social media use is important, parents may view this critically, not just at face value [8].

Amalgamating issues together as 'anti-vax' may be counterproductive. There are a range of perspectives, and websites may encourage parents to educate themselves [10].

Hide

Social

How vaccines are viewed may be related to whether they are seen as 'new', or 'well established' [1].

It is too early to be certain, but Covid-19 may have 'politicised' all vaccine debates, meaning that some parents may reflect on all (even if uptake remains high) [9].

Trust in individual healthcare professionals may be high, wider healthcare systems or in the governance of science may [2]. These issues go far beyond vaccination, and cannot be addressed by any individual healthcare professional [1].

Hide

Source Information

Goldenberg (2021) Vaccine Hesitancy: Public Trust, Expertise, and the War on Science

Close

Link: <https://www.nottingham.ac.uk/helmopen/rlos/practice-learning/public-health/exploring-childhood-vaccine-hesitancy/>



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7.3.2024

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Feedback and usage:



Launched 13th July 2023:

Usage (as of January 2024):

- 227 views

Sent to clinical collaborator group and academics referenced within the RLO.

Utilised in University of Nottingham nursing teaching.

“I think this is a great resource regarding raising awareness of some of the issues which underpin vaccine hesitancy...”

“...I don't think it goes far enough. Clinicians would need some further advice or strategies/suggestions for how they might manage these situations in practice, as a clinician I would want to know what I should do.”



- **How do we ensure longevity and reach of an intervention as intervention creators?**
 - **“Not invented here syndrome” (Bond, Ingram & Ryan 2008)**
- **Inherent tension of differing expectations / philosophies: interveners and the intervened.**
 - **Reconceptualise the intervention: “Joint problematisation” (Roberts & Sarangi 1999)**
- **Longevity of research relationships = more effective interventions**



Bond, S. T., Ingram, C., & Ryan, S. (2008). 'Reuse, repurposing and learning design – lessons from the DART project'. *Computers & Education*, 50, 601–612.

Roberts, C. & Sarangi, S. (1999). Hybridity in gatekeeping discourse: Issues of practical relevance for the researcher. In Sarangi, S. and Roberts, C. (eds.). *Talk, Work and Institutional Order*. (473-503). Berlin. Mouton de Gruyter.

