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## Introduction

This Poster showcases the structured teaching and evaluation that took place during a collaborative research work package with AIIMS Rishikesh, India.

We used the concept of family resilience among families with children under 6yrs as our central theme. Three workshops (Cope, 2016) were delivered by the UK authors to 17-24 MPH (Master's in public health) students over a week in February 2023.

## Methods and Results

**Workshop 1** - The students were introduced to Delphi and GCM methods during workshop 1.

**The Delphi Method:** This structured approach uses anonymous group discussion to reach a high group consensus.

**Group Concept Mapping:** GCM (Kane and Rosas, 2017) is a fully integrated mixed methods design which incorporates both qualitative and quantitative data collection (Image-1). The students brainstormed ideas using the prompt 'When assessing a family's resilience, a specific aspect I look for is ...' on a sticky note (Image-2).



Image 1 - The GCM steps

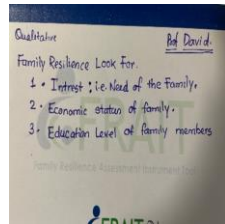


Image 2 - Example of response

**Workshop 2** - Students were introduced to NGT via a short presentation followed by a practical hands-on session using GCM data from workshop 1. Each of the 17 students was asked answer the question, "What are the top three public health priorities for improving family resilience in India"? See image 3 for process and Table 1 for results.

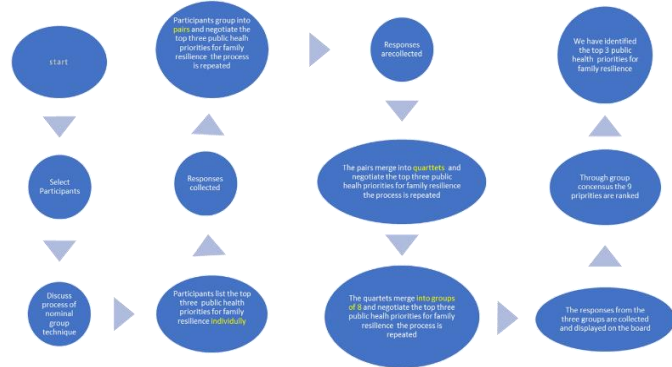


Image-3 Process of NGT conducted by the authors

Rank	Priorities
1	Employment opportunities
2	Maternal & child healthcare services
3	Women Empowerment
4	Universal health coverage
5	Healthy lifestyles practices
6	Counselling Support/services

Table -1 Results for NGT

**Workshop 3** The last workshop focused on the World Café method (Brown, 2010). See images 4.5 and 6 for the process.

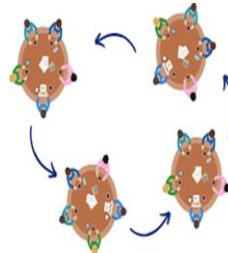


Image-4 World café in progress



Image-5 World café discussion



Image-6 example of a Results

## Discussion

Students contextualised consensus methods and valued the practical demonstration of theoretical content using Delphi, NGT, GCM and World Café' method. Student empowerment was evidenced by their engagement during the practice of consensus methods. This broke the didactic lecture method and made learning deeply engaging (Bath et al, 2018)

## Conclusion

We introduced the concept of family resilience and presented qualitative research methods to the students. The feedback from students reiterated the need to teach research methodology for postgraduate students. Critical thinking and autonomy are enhanced by teaching using interactive research methods.

**Recommendations** - To teach qualitative research methods in an interactive manner.

To device practical based learning within the teaching methodologies.

## References

Bath M, Claireaux HA, Drake TM, Mohan M. Correction: Medical research and audit skills training for undergraduates: an international analysis and student-focused needs assessment. *Postgrad Med J.* 2018;94:324

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