In from the beginning:
Building knowledge translation into research proposals to increase uptake and impact
(and funding success)

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Aims

1. Enable you to:
   - Identify key principles of knowledge translation
   - Apply KT principles & techniques in the design of research projects
   - Be inspired to design projects that will really make an impact

2. Support your efforts to create the greatest potential for translating research into practice
What is ‘knowledge translation’?
Key principles of knowledge translation

1. Begin with the end in mind
2. Produce evidence that is useful, not just interesting
3. Resource knowledge translation and exchange
4. Seek outcomes that will last

And, in order to do all these things: **Involve end-users throughout**
By the late 20\textsuperscript{th} century...

- A lot of research about Aboriginal & Torres Strait Islander health
- Very few examples of this being used to improve health & wellbeing
- = A failure in the system of health research & knowledge transfer
- CRC for Aboriginal and Tropical Health (1997 – 2002)

- \textit{The Indigenous Research Reform Agenda}
  - Indigenous control of the research agenda & research processes
  - Improved processes for quality control, consultation & negotiation associated with research
  - Transfer of research findings into policy & practice (Dunbar et al, 2004)
In practice, this meant:

- Developing research projects based on priorities identified by Aboriginal people and organisations
- Developing research quality assurance processes, including ‘peer review’ by all key stakeholder groups
- Keeping stakeholders (including end-user) engaged throughout the research process
- A focus on outcomes – research that could feasibly be translated into policy or practice, creation of tools and outputs to facilitate uptake, further research on implementation or overcoming barriers to implementation
- Using research to build capacity amongst individuals, communities, organisations & systems.

*The Indigenous Research Reform Agenda, 2002 [CRC Aboriginal & Tropical Health]*
Another gratuitous animal picture
Within a decade it was demonstrated that...

- The nature of research had changed – from researcher driven to collaborative – and perceptions of research changed.

- Innovations were generated through co-production of knowledge by Aboriginal people, communities and health services along with researchers, policy-makers and other stakeholders – each bringing expertise, capacity to listen and engage in dialogue.

- These processes resulted in new or adapted approaches to interventions in which Aboriginal knowledge was integrated and consequently more appropriate strategies developed.

- Knowledge had been used to create changes – at local, service and system level.

Evaluation of the Cooperative Research Centre for Aboriginal Health (2010)
Examples (system level impact)

- Improved methods for collection of state-level data implemented (e.g., monitoring tobacco use, service quality)
- Tools & approaches built into State/Territory and Commonwealth government initiatives
  - e.g., ABCD tools - Qld Chronic Disease Strategy, National Healthy for Life Strategy; funds invested in hub centres to support use
- Training resources adopted by accredited courses - health services management, chronic conditions, mental health, healthy skin
- Resources such as flip charts and audit tools used by service providers (skin conditions, mental health, chronic conditions)
- Knowledge incorporated into practice guidelines & standards (e.g., ACHCS on acute care for Aboriginal clients)
- Improved health care provision for Aboriginal people with chronic conditions and for those using hospital services
Successful techniques

• Roundtables with key stakeholders to identify priority issues where research might be part of the answer
  – Researchers, community, government, service providers

• Quality assurance processes

• CASE STUDY: Indigenous cancer

Principles: Produce evidence that is useful, not just interesting
Resource knowledge translation and exchange

Involve end-users throughout
But what do you do if you don’t have a Lowitja Institute to facilitate this for you?
Successful techniques

CASE STUDY: ABCD project

• Began from researchers, practitioners and policy makers working together
• Embedded in day to day work, systems
• Second phase – showed how widespread implementation could work
• Translated to a spin off venture and more

Principles: Keep the end in mind
Seek outcomes that will last

Involve end-users throughout
Applying KT principles in research design

**Problem:** Specialists in a large regional hospital that serves many remote Aboriginal communities feel that their communications with clients are not always working that well. They see that this is then affecting clients’ treatment and recovery.

**Proposed project:** To video interactions between specialists, clients and families, to better understand if communication is working, and if not, what is going wrong.

**Task:** What knowledge translation principles have been applied here? How might the project be improved to have greater impact?
To recap:
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2. Produce evidence that is useful, not just interesting
3. Resource knowledge translation and exchange
4. Seek outcomes that will last