



Evidence into action: Building organisational capacity to realise the value of research

Ken Knight

NHMRC Symposium on Research Translation, 27 November 2018





Overview

Our context

Our challenges

Our goal(s)

Our initiatives to build capacity for knowledge translation and research impact



Our context

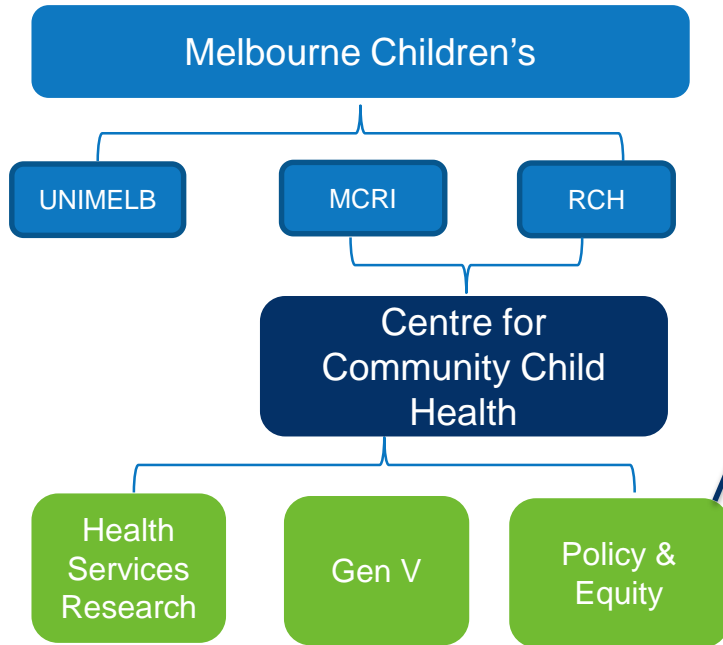
Melbourne Children's

A world leader
in child and
adolescent health



THE UNIVERSITY OF
MELBOURNE

Supported by The Royal Children's Hospital Foundation



Research groups

Knowledge translation

- Research synthesis & dissemination
- Training & development
- Community partnerships
- Raising Children Network
- KT research

Our challenges

“Every day in Australia important healthcare decisions are made with incomplete or outdated knowledge about what has been proven to work, what delivers the best value for the health system, or where more research is needed.” (Elliot & Tate, 2018)

Our challenges (cont.)

- A failure to translate research into policy and practice – or it takes too long to do so
- Locating, appraising and disseminating research evidence doesn't, by itself, 'transform' knowledge into policy, practice and programs
- Research funders are increasingly asking for evidence of research impact

Knowledge translation is the process of raising awareness of knowledge and facilitating its use.

It addresses the gap between '**what we know**' and '**what we do**' to inform policy and practice.

Knowledge translation (KT)

Knowledge translation is the synthesis, exchange and application of knowledge by relevant stakeholders to accelerate innovation in improving children's health and strengthening health systems.

(adapted from WHO, 2006).

Implementation science

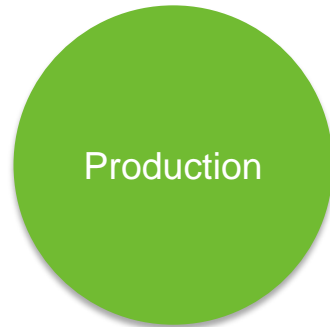
The scientific study of methods to promote the systematic uptake of research findings and other evidence-based practices into routine practice, and hence, to improve the quality and effectiveness of health services and care.

(Eccles & Mittman, 2006).

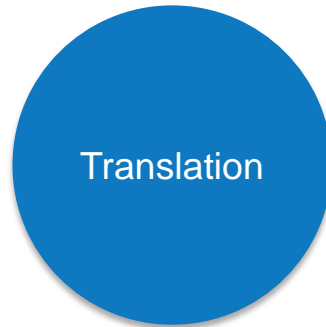


Our goal

To match competence, confidence and capacity in knowledge production



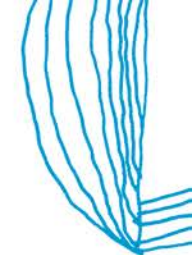
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with equal competence, confidence and capacity in knowledge translation



What are we doing?

The Melbourne Children's Knowledge Translation and Research Impact Project (2016 - 2017)

Build understanding of our context and how we can respond effectively:

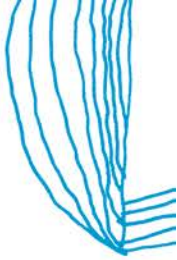
- Campus consultations
- Literature review & environmental scan
- Expert guidance
- Framework development

Advancing Knowledge Translation and Research Impact at Melbourne Children's (2017 - 2020)

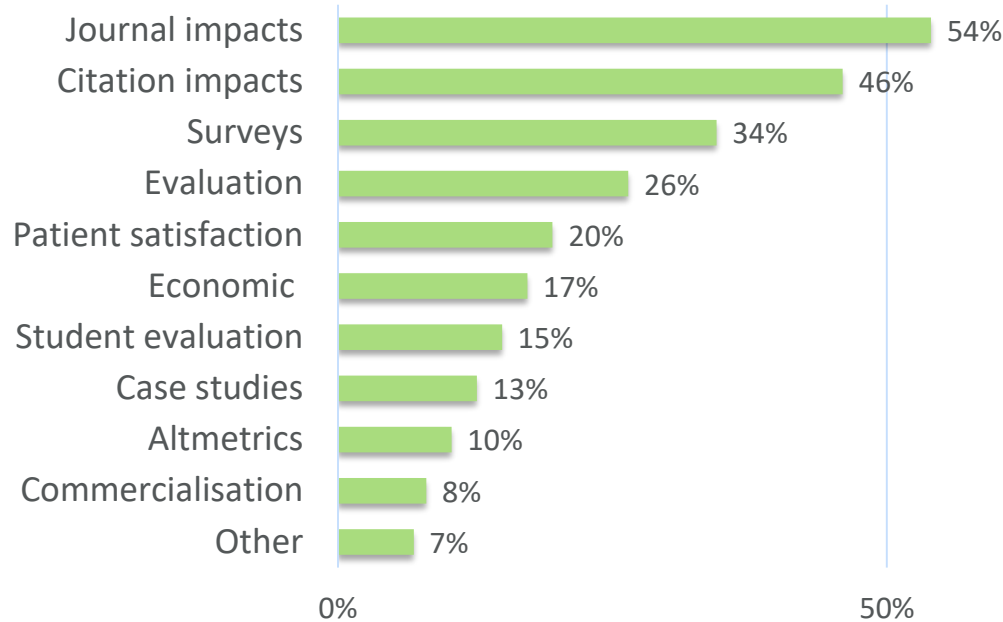
Putting the theory into practice and measuring what happens

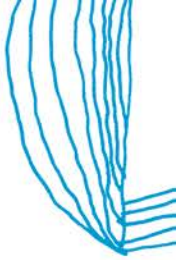


Campus consultations and survey questions
included...

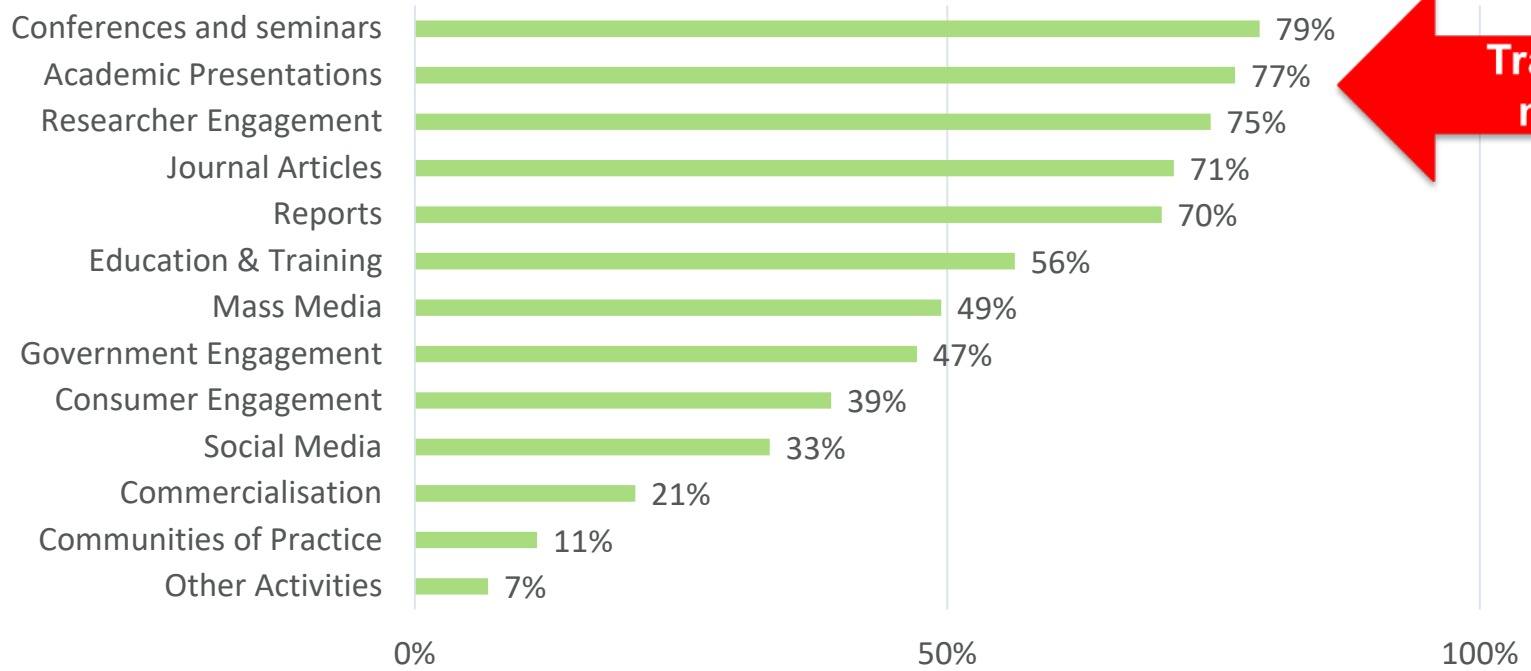


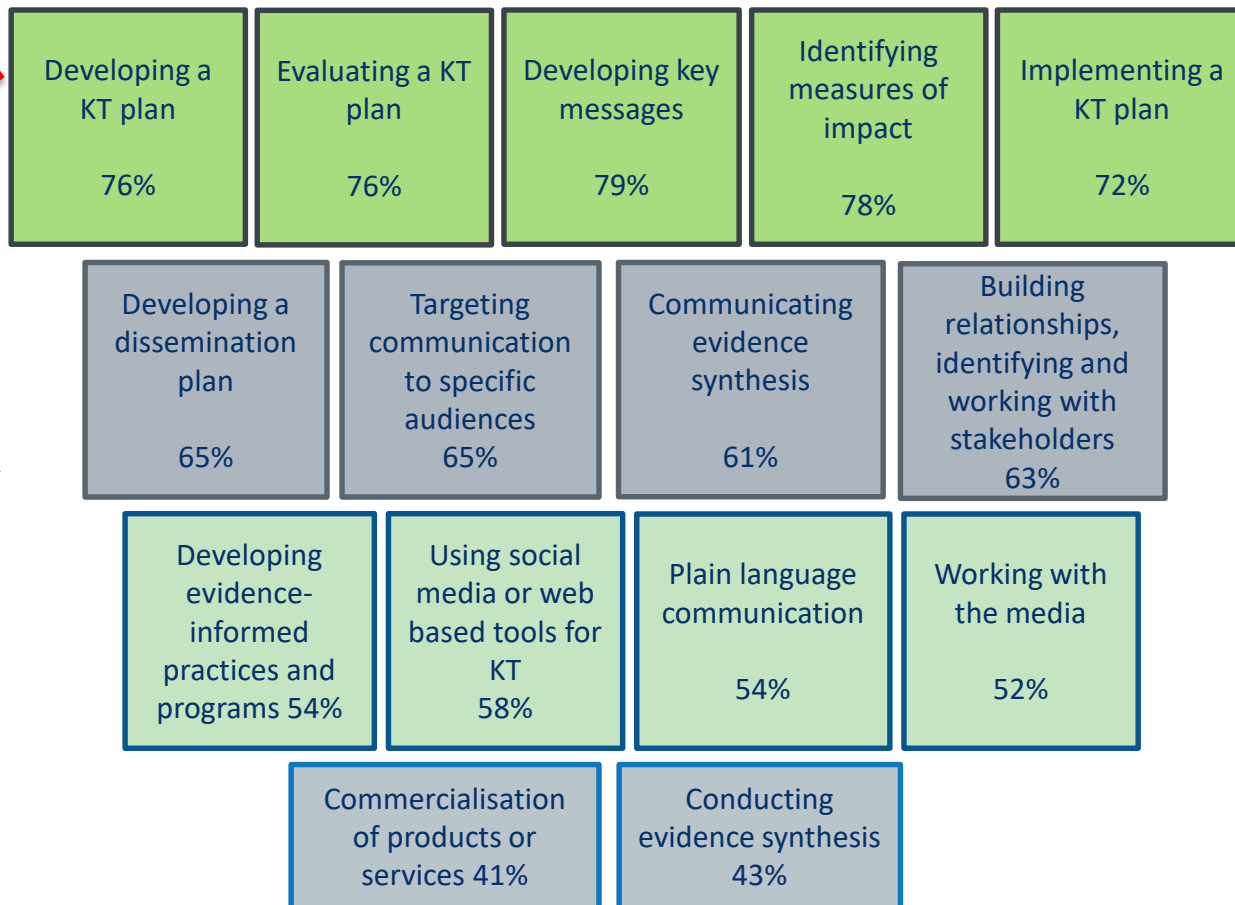
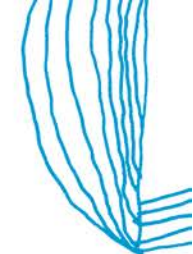
What strategies do you use to measure research impact?



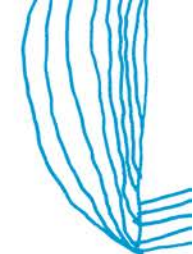


What activities do you undertake to engage others in your work?





Would you be interested in support or training in any of the following topics?



Campus consultation

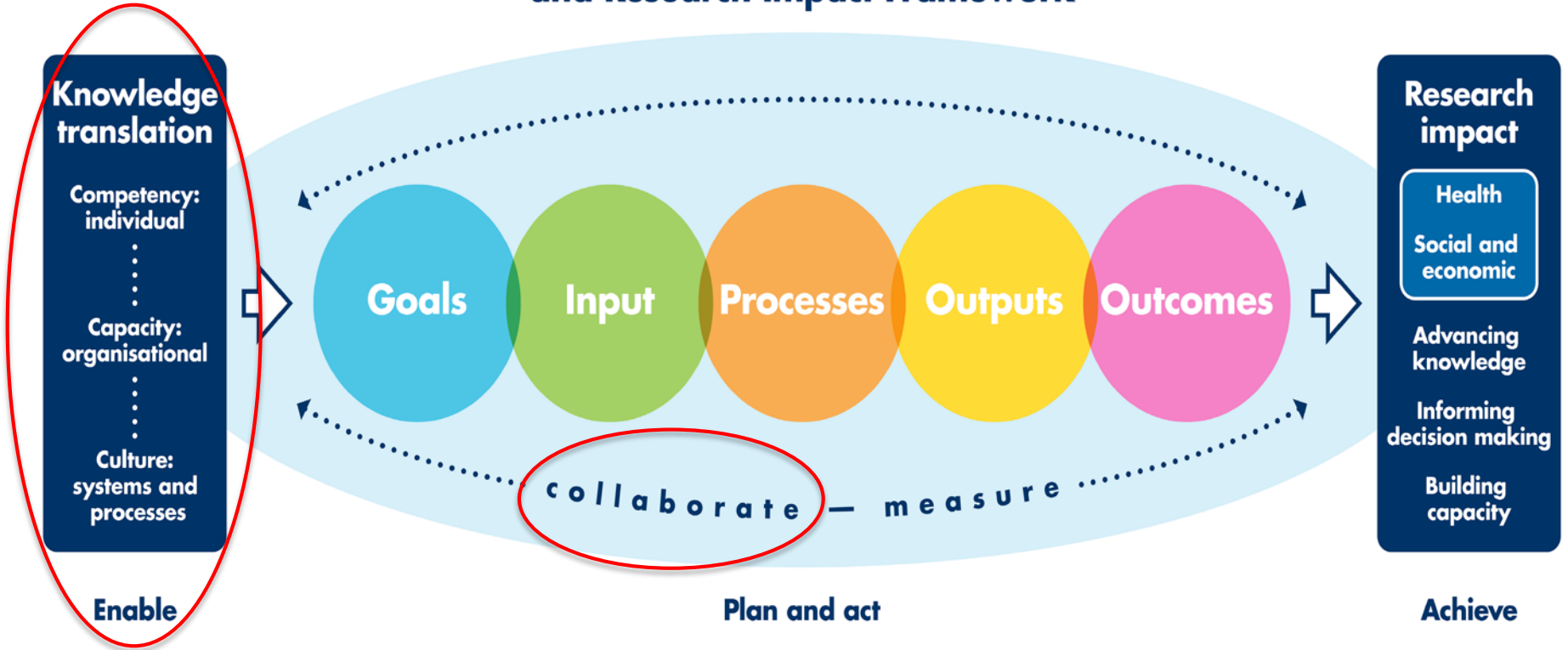
Revealed a high level of interest and areas of KT excellence

BUT:

- wide variation in knowledge and skills
- isolated expertise
- no consistent approach to planning for or measuring impact
- limited resources, tools and support for researchers



Melbourne Children's Knowledge Translation and Research Impact Framework





What are we doing?

Advancing Knowledge Translation and Research Impact (2017-2020)

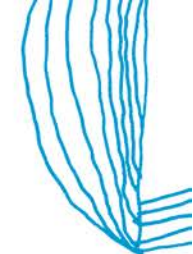
- Pilot to operationalise and evaluate the application of the framework
- Partner with three research teams to support & resource their KT work
- Provide KT and implementation training
- Build a community of practice
- Deliver a capacity building program of events
- Develop resources to support KT and impact measurement
- Collect data on everything we do and the effect we have

Monitor the changing external environment to continue to inform the campus response.



3 Research teams

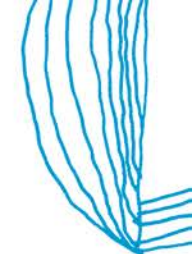
- Call for expressions of interest in late 2017
- Teams had to:
 - Have translatable and/or implementable research findings
 - Agree to partner with us for 2 years
 - Consent to be involved in the research component of the project
- 20 applications were received
- 13 (65%) wanted to produce a new or updated clinical guideline
- Selection:
 - Clinical usefulness/rigour
 - Diversity (funding amount and source; KT goals; composition; stage of research)
 - Feasibility



Research teams

Pathways to Hip Health in Cerebral Palsy

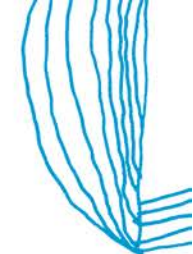
- Clinician-researchers (physiotherapists)
- De-implementation project
 - Identified an instance of low value care in children with CP and hip displacement at Melbourne Children's; want to address this
 - Inform referring physiotherapists and families
- **Proposed strategy:** Clinical guideline and decision aids; booklet for families
- **Revised strategy:** Understand why and to what extent rehabilitation physicians are administering Botox via qualitative interviews and focus groups, and co-design an effective response



Research teams

Program to Improve Medical Education

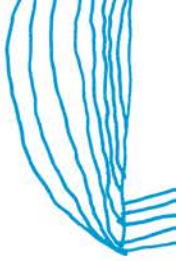
- Clinician-researcher (paediatrician) and education specialist
- Implementation project
 - Implement and evaluate an evidence-based framework for ongoing education of doctors at The Royal Children's Hospital
 - Produce a range of supporting materials
- **Proposed strategy:** Wide implementation and evaluation across The Royal Children's over 2018-19
- **Revised strategy:** Pilot implementation in one hospital department and process evaluation only, September – December 2018



Research teams

Australian Paediatric Head Injury Rules Study

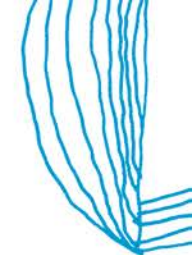
- Research coordinator, KT specialist, and clinician researchers (ED paediatricians)
- Guideline project
 - Update and implement a guideline for management of children presenting to ED with head injuries
 - Reduce number of unnecessary scans
- **Proposed strategy:** Straightforward guideline production and dissemination
- **Revised strategy:** Qualitative interviews with ED clinicians; guideline working group to devise an implementation plan in early 2019



Outcomes: We hope to...

- Build **individual researcher and broader campus capacity** for KT
- Support **collaboration** within the project and across Melbourne Children's
- Foster a **shared and more sophisticated understanding of KT** and research impact, and a culture that **values and rewards** good KT
- Discover **what works, why and how** – and identify the issues and barriers that need to be addressed at the campus level
- Support the **effective application of research** to policy and practice to improve child health outcomes





Stay in touch or find out more

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The Centre for Community Child Health is a department of The Royal Children's Hospital and a research group of Murdoch Children's Research Institute.