

## Promoting Health with Integrated Knowledge Translation

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A designated WHO Collaborating Centre  
for Health Promotion Research.

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## Why is this an issue?

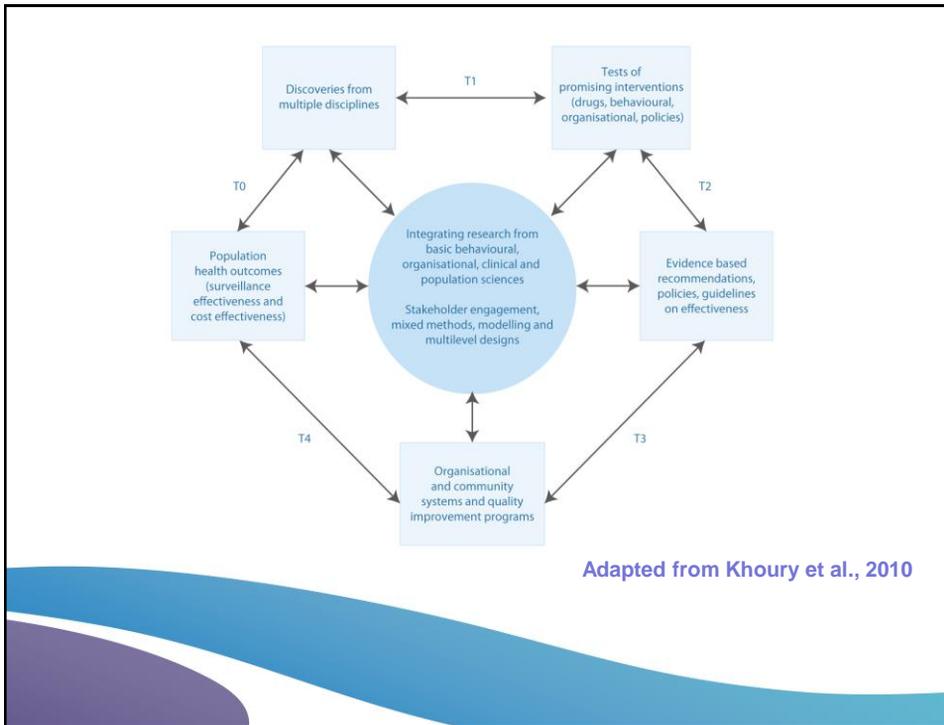
- Researchers and Knowledge Generators practice what we are skilled at
  - Should stick at what we know, what we are good at, and improving our research skills
- Our privilege
  - We have incredibly valuable access to knowledge and information
  - Plus the skills to interpret it
- Our responsibilities
  - To research participants, gatekeepers, funders
  - To the future
  - To ethics

## Meaning?

- A function
    - something that we, as researchers, 'do'
  - A process
    - a possible approach we take to doing research
  - A goal
    - an objective or outcome of our plans to do research
  - A moral imperative
    - a non-negotiable requirement
  - A natural progression
    - what comes next ...
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## What

- Approaches from Translational Medicine adapted into Public Health and Health Improvement
  - Broad distinction between knowledge translation as 'dissemination' and knowledge translation as an entity to be researched itself
  - Allied to the difference between dissemination science and implementation science
  - Questions whether we are primarily interested in performing the act(s) of knowledge translation or in researching the set of associated behaviours
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## Health Promotion Research Centre

- Located in the School of Health Sciences, College of Medicine, Nursing and Health Sciences, NUI Galway
- Founded in 1990 as part of the National Infrastructure for Health Promotion
- Multidisciplinary research teams producing work of national and international significance to support best practice and policy in the promotion of health
- World Health Organization Collaborating Centre for Health Promotion Research linked with WHO HQ in Geneva

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Do any of your research questions ask ...	n (%)
<b>Scoping:</b> whether there is a problem?	24 (52.2)
<b>Defining:</b> what the problem is (i.e., it's dimensions)?	31 (67.4)
<b>Review:</b> what the possible solutions to the problem(s) are?	25 (54.3)
<b>Implementing:</b> whether a solution can work in a particular context?	28 (60.9)
<b>Adapting:</b> whether a solution can generalise to more than one context?	23 (50.0)
<b>Disseminating:</b> whether the solution can be disseminated effectively?	23 (50.0)
<b>Evaluating:</b> whether the solution works in (real life) practice?	25 (54.3)
<b>Appraising:</b> what the quality of the existing evidence is?	27 (58.7)
<b>Synthesis:</b> what the core findings of a body of evidence is?	19 (41.3)

This research ....	n (%)
Commissioned for policy/strategy development purposes	24 (52.2)
Commissioned to inform practice	30 (65.2)
Have a stakeholder advisory group	32 (69.6)
Include direct input from stakeholders on the design	29 (63.0)
Include direct input from stakeholders on the interpretation of findings	26 (56.5)
Include direct input from stakeholders on the dissemination of findings	22 (47.8)
Have a participant/target group advisory panel	9 (19.6)
Include a participatory approach with participants	13 (28.3)
Will be used to directly* inform policy/strategy	24 (52.2)
Will be used to directly* inform practice	29 (63.0)
Could be used to inform policy/strategy/practice	43 (93.5)
* By those commissioning the research or members of the advisory group	

## Collaborating with 'end-users'

- Once you respect knowledge users it becomes a non-question
- Knowledge users are those that change society
- Highly skilled and complex decision makers
- Usually clear what they need to know
- In our 'relationship-based' society, opportunity is key
- Collaborative structures vary over time
  - Inclusivity is important
- Research funding approaches are central
  - Small grants often lead to lots of collaboration
  - The more money involved the less conversation is permissible

## A hierarchy of 'end-users'?

- Determining the research question
  - Child developed research questions
- Generating the data
  - Using participative approaches
- Analysing and interpreting data
  - Games for data reduction
- Presenting new knowledge
  - Visual methods
- Advocacy and implementation
  - Curriculum development

## Challenges and (possible) Benefits

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| <ul style="list-style-type: none"><li>• Personnel changes</li><li>• Convincing Universities that this is 'real' work</li><li>• Realising you have to write the journal articles first</li><li>• Simplifying complex ideas</li><li>• Being misrepresented</li><li>• Being misinterpreted</li><li>• Not being cited or acknowledged at all</li></ul> | <ul style="list-style-type: none"><li>• Extremely satisfying</li><li>• Good use of money and energy</li><li>• Developing new skills</li><li>• Early career researchers</li><li>• Greater democratisation of knowledge</li><li>• Better policy, strategy, action plans and practice</li><li>• Better outcomes for children and society as a whole</li></ul> |
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