KERTI Workshop
Building skills and mutual understanding

EVALUATION REPORT

PHC RESEARCH CONFERENCE, 9 JUNE 2016

Summary:

Overall feedback was very positive. Respondents indicated they found the KERTI workshop a valuable opportunity to discuss different perspectives. They appreciated the time to collaborate and network with peers. As one respondent commented *'Great to engage with such a diverse group, bringing their stories & their expertise to the table.'*

Feedback from the workshop task:

Participants were asked to discuss the training and education required to foster a KERTI mindset in their profession/ organization. They worked in small groups to answer the following questions:

- What training and (long-term) educational resources do you think are required by the research workforce as well as research users? [Consider informal training (e.g. mentoring/project based) as well as formal education and training.]
- Where do you see other opportunities to build capacity (of researchers and research users)?
- What is the potential for local as well as systematic change.

Their focus was directed to the short-to-medium term (2-5 years), as well as any broader changes that could be implemented in the longer term (5-10 years), identifying :

- What are the gaps?
- What types of training/education are needed to understand the differences between researchers and research users – and improve the way we all navigate across the systems?
- What training/education would work in your profession/organisation?

Responses were recorded on a template report sheet. Copies of the Workshop Scenario and Tip Sheet are attached in Appendix 1.

Workshop task feedback:

	Operational 2-5 years	Systematic change 5-10 years +
Undergraduate training	° Embed KERTI training in courses; EBM - change management & implementation + policy scenario + training for lecturers/educators collaboratively ° Learning how to use evidence ° Teach how to communicate research to people outside field [early]	° Change assessment ° Evidence of professional change. ° Learning how to be a communicator if you are an introvert (most academics aren't) ° Courses – co-design implementation - Good for policymakers in research. ° Value of research "life conversation" – value of proposition – how could it change practice – research presentations to different audiences

	° (&Post Grad) Training in writing for policy makers; media training, inc. social media ° Presentations from policy-makers ° Presentations skills: 5mins/brief; write succinctly: clear language writing - writing to audience; understanding needs	
Post graduate training	° Include managers, business model/MBA Proactive implementation perspective Incorporate community accountability ° More management focus ° Seminar program/Journal club Courses in oral/written communication ° Short courses in Knowledge Translation ° List Conferences + support to attend ° Learning to protect the message; economic evaluation e.g. how to disseminate negative null findings. ° Explaining way that policy translates to university audience plus the rationale ° Media training for positive & constructive dissemination ° Write to a range of audiences, including technical – benefits (cost, outcomes, efficiency) to different stakeholders – questioning rationale	° Change in research policy/measurement to effect implementation ° How to use Twitter social media ° Outcome focused – what are the drivers for change?
Informal project based training	° Team supervision ° Display posters from conference in hallway ° Face to face meetings ° How to chair a meeting/prepare for a meeting) ° Secondment into government ° Training: how to engage & work with the community; Courses for Public Service folk about how to work with researchers – engage with dialogues/emails ° Exposure to different perspectives one-on-one dialogue. ° Design of information 1/3/25 – 1 page ° Remaining impartial ° Speed networking (like speed dating)	° Encourage system uptake of research/collaboration ° Culture change within organization ° Yarning circles narratives to get a message across ° Informed researcher-policy dialogue e.g. phone calls!! ° Regular communication ° Engagement of communications team
Capacity building	° Number of people in ed. Program who are employed; resources allocated, induction programs ° Champions + role models ° Structured research theme database-projects/publications consumers on project advisory group stakeholder engagement ° social media presence (Twitter) ° National processes ° Short term wins	° Post grad certificate in KERTI ° Structures CPD and KERTI ° Communications expert ° Build frameworks that incentivize impact on policy & practice ° Peer support groups Peer reviews – and other groups e.g. policy makers ° Build health literacy

- ° Making something stick
- ° Update academic websites!!
- ° Platforms for automatic reporting data in government reports & grey literature
- ° Citations in government reposting & grey literature; Platforms for reporting data across all literature sources
- ° Departmental policy to recognize & value informal networking around research of policy, acknowledging brokering between staff, generate/facilitate improved ways of working
- ° Mentoring across teams. Guidelines / templates / resources

Other feedback	Who are we? 2-5yrs
	° Training "just in time"
	° Benchmarking to understand the lay of the land
	° Standard lifecycle

Who was in the room:

- Number participants registered: **N=53**
- Number of attendees: **N=37** (70% participation rate)
- Number of evaluations returned: **N=30** (81% response rate)

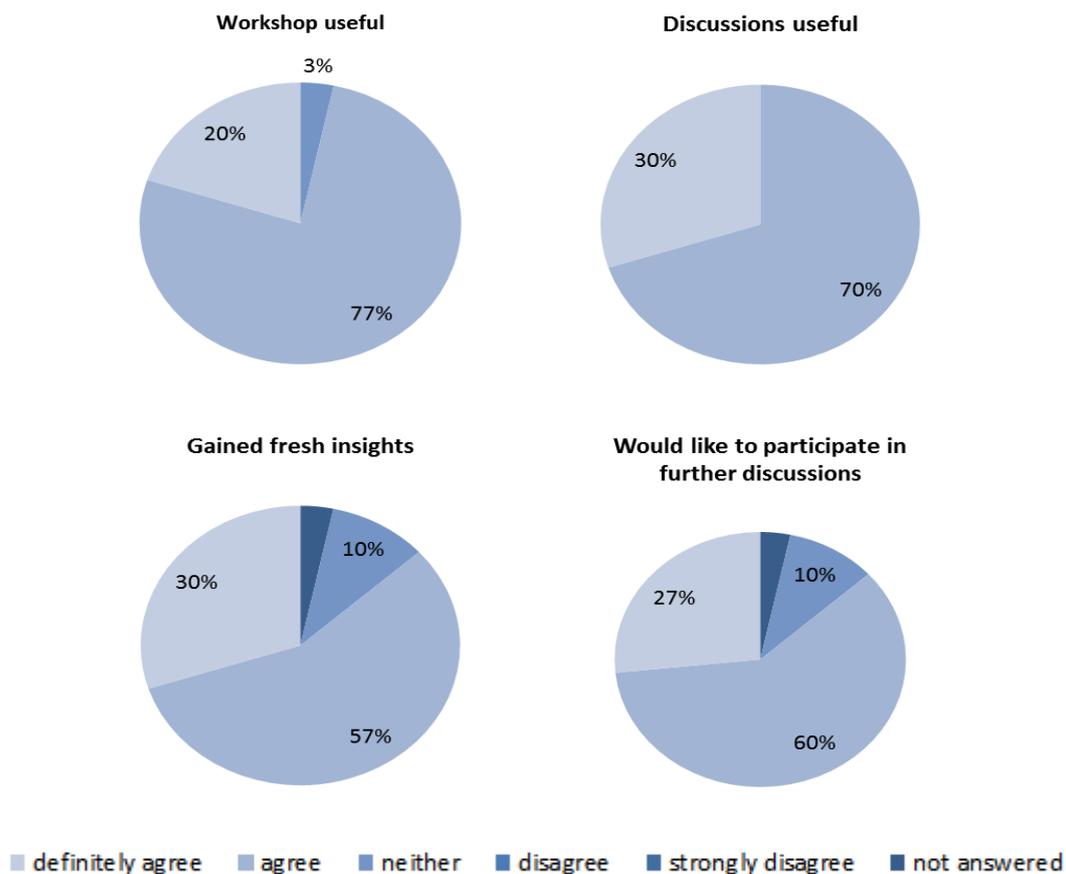Respondents indicated their primary roles as follows:

	n	%
Researcher	11	37%
Policy analyst*	4	13%
Practitioner	2	7%
Consumer representative	0	0%
Manager	2	7%
**Researcher	Practitioner**	4	13%
**Researcher	Manager**	1	3%
**Policy analyst	Practitioner**	1	3%
**Researcher	Practitioner	Manager**	1	3%
Other - Academic (including research) - Program Support Officer	2	13%
Did not indicate	2	7%

*One respondent added "Employed in Policy but also researcher. In Policy role, also responsible for commissioning research and offering grants for research."

What they said about the workshop:

Overall the responses were very positive with over 90% agreeing or strongly agreeing that they found the workshop and discussions useful.

A total of 57% definitely agreed they gained fresh insights while 30% agreed with this statement. A total of 60% indicated they would definitely like to participate in further discussions.

Workshop useful

3%

20%

77%

Discussions useful

30%

70%

Gained fresh insights

10%

30%

57%

Would like to participate in further discussions

10%

27%

60%

■ definitely agree ■ agree ■ neither ■ disagree ■ strongly disagree ■ not answered

Most useful about this workshop:

A majority of participants found the networking and group discussions most useful. Indicative comments include the following:

• Discussion with group, different points of view
• Engagement with researchers and practitioners; Networking
• Discussion with people in different disciplines. Simple solutions (e.g. chairing meetings)
• Sharing findings or trying to find mutual understanding of language & purpose
• Talking to fellow researchers and learning about their experiences; learning from them
• Great to engage with such a diverse group, bringing their stories & their expertise to the table

Several respondents indicated they found the different perspectives most useful:

• Hearing from policy makers and researchers about how each area interacts with the other
• Divergence of views & ways to write these views through good communication
• The variety of perspectives; Hearing different perspectives & experiences
• Learning about different backgrounds of participants sharing experiences

Other facets found most useful included:

• Eagerness of universities to engage with PHNs
• Multidisciplinary approach; made me think of alternating ways to connect
• Engagement & willingness to participate
• Gaining a greater understanding of KERTI
• Hearing what training other people have had
• The importance of thinking beyond my research to how to actually disseminate the information to different groups of people effectively

Suggested KERTI topics for the future:

Suggested future KERTI topics were many and varied, however several proposed a focus on how to engage with government and write for a policy audience:

- How policy is created and the role of research
- How to write in a way that engages policy-makers? Workshop ideas with commercial consultants; how to communicate to government
- Case studies / examples of good practice
- Translation from research to policy to practice; like to see sharing of ideas throughout year
- Systems theory, comms plans, longterm implementation, stakeholder engagement; KERTI in heterogenous groups
- Change management, whole of unit approach
- Introducing KERTI courses at an undergraduate level
- Designing the research around questions that need to be answered & implementing the answers we find sustainably & practically
- Models of research utilisation & knowledge translation
- Embedding KERTI in PHN strategic planning
- Sustaining engagement without funding :)
- Aboriginal health & research
- Keen to engage in any other KERTI workshops
- How to communicate negative results to stakeholders in a way that will cause them to focus on what to do next & not completely turn them off
- How do you facilitate & implement change? How to reach out & engage with communities?
- Adult learning principles, writing for different audiences

Suggestions to improve this style of event:

Suggestions included use of case studies or examples of where and how the process of KERTI has been used. Comments included:

- It doesn't really need improvement, overall enjoyable and rewarding to be part of it
- Some examples of successful KERTI + constructs
- I think examples of successful KTE would be useful
- This is like a taster but need re-tasters next step
- Take us through an actual project from concept to implementation
- It's a hard question to answer how best to manage organisational change. Without further directions for KERTI at this stage, nothing!
- Education session & best scenarios to illustrate the process & its success
- Include community representative or ground front-line health sector people

---

Comments, suggestions, ideas, discussion… all welcome – please contact
Dr Christina Hagger
Senior Research Fellow and Knowledge Exchange Manager, PHCRIS
christina.hagger@flinders.edu.au
08 7221 8531

or the KERTI Secretariat:
Julie McTaggart
Administration Assistant, PHCRIS
t 1800 025 882 | e *phcris@flinders.edu.au*

June, 2016

Appendix 1

2016 PHC Research Conference
KERTI Workshop – Scenario

You have a new supervisor with no previous experience in routinely using research to inform policy and practice.

She has recently returned from a conference and now has some understanding of the organisational and professional differences between the ways researchers and research users (including policy makers, consumers, administrators of health services and practitioners) think, work and operate. She further recognises the very real differences in the way research users inform, access and utilise research.

Your supervisor now sees value in establishing a knowledge exchange, research translation and implementation culture in your organisation to enhance its contribution to the health system. As part of this, she considers that both researchers and research users would benefit from some form of education and training to enhance their skills in understanding and working with their stakeholders as well as appreciating the value of real world knowledge to strengthen and contextualise research.

She wants a dot point summary outlining current gaps in education and training options in this area. From this base, she wants a big picture outline of the additional education and training that would support systematic improvements in assisting researchers and research users to develop the understanding as well as the skills they need to work more effectively and efficiently together.

Her key question for you is:

What sort of training and education do we need to foster a KERTI mindset in our profession/ organisation?

She wants you to explore the following:

- What are the gaps?

- What types of training/education are needed to understand the differences between researchers and research users – and improve the way we all navigate across the systems?

- What training/education would work in your profession/organisation?

Timeframe – short to medium term and longer term

Your supervisor has also asked that, you differentiate between what could be done in this area in the short to medium term – say 2-5 years, as well as any broader changes that could be implemented in the longer term – say 5-10 years.

Points to tease out

- What training and (long-term) educational resources do you think are required by the research workforce as well as research users?

- Consider informal training (e.g. mentoring/project based) as well as formal education and training.

- Where do you see other opportunities to build capacity (of researchers and research users)?

- Potential for local as well as systematic change.

Note: See Tip Sheet for a brief summary of the main groups of actors as well as some preliminary ideas.

KERTI

KERTI is an informal national network of people with a shared vision of improving health care policy and practice through routine application of relevant research. The network name acknowledges the fundamental elements of research application: knowledge exchange (KE), research translation (RT), and implementation (I) – KERTI.

The purpose of KERTI is to share learnings, identify mutual priorities, test innovation in the field and build the capacity of researchers as well as research users. Importantly, it seeks to cultivate a systems wide culture that values multi-level engagement between policy, management, practice, research and consumer perspectives. Central to this culture is an attitude or mindset that views research as a resource to be utilised.

The KERTI Secretariat is based at the Primary Health Care Research and Information Service (PHCRIS)

2016 PHC Research Conference
KERTI Workshop - Tip sheet

Main groups of actors involved in knowledge exchange, research translation and implementation – and some preliminary ideas

Knowledge producers (supply side):

Individuals who work in institutions that produce knowledge (e.g. academic institutions). Their focus is on generating knowledge, often without expertise in implementing knowledge into practice or policy.

Possible educational/training strategies:

- Provide education in KE principles and strategies from Higher Degree education upwards
- Staff training given in KE – i.e. working with your customers; understanding the political sphere; developing partnerships and trusting professional relationships outside academic circles; communicating in plain language.
- Develop a program of staff exchanges with policy departments
- Mentoring / project based training

Knowledge users (demand side):

Individuals working in organisations that develop policy options and provide policy advice to those responsible for making policy decisions i.e. governments, along with practitioners and consumers. Their focus is on using available information often with more limited expertise in major research projects.

Possible strategies:

- Provide training in accessing and appraising research
- Provide training in working effectively with researchers
- Provide KE mentors
- Develop a program for staff exchanges

Intermediaries:

Individuals who facilitate the flow of information between the supply and demand sides (e.g. knowledge brokers, lobbyists).

Possible educational strategies:

- Support and promote KE as normal, routine behaviour through peers
- Develop a common core of working language