



# PRAM

## Participatory Research at McGill

Department of Family Medicine

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### **Generating progress in adolescent sport participation: A knowledge translation plan bridging research and practice**

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# Chronology of KT Study

**Fall 2010**

**Permission from ETSB and High School Administrators to enter the 3 High Schools of the ETSB to conduct Dr. Enrique Garcia's research study surrounding [Optimizing environments for youth sport participation and motivation](#)**

**\*\* Promise and expectation of a Knowledge Translation plan was given \*\***

**Winter/Spring 2011**

**Data collection in the ETSB High schools was conducted. Staff of the schools were very helpful in coordination of this process**

**Late Spring 2011**

**Stakeholders/Practitioners of the Athletic Programs of the ETSB were given an outline of the initial research and questionnaires probing into what the desired methods of transferring results to the schools could/should be.**

# Chronology Continued

**Summer/Fall 2011**

**Knowledge Translation Plan was developed based on information from the practitioners and administrators.**

**Winter/ Spring 2012**

**Dissemination of the various aspects of the study material was conducted through electronic flyers, mass emails, a formal presentation by Dr. Garcia on February 10 as well as the creation of a website which was also advertised thoroughly to all stakeholders and participants.**

**Late Spring 2012**

**Semi-Structured interviews/Questionnaires conducted to the practitioners and users to gauge how the plan was executed, how it could have been better and what might be better for future KT done in the ETSB.**

# RHINO WHAM 32

A very useful phrase to a hard  
working group of English speaking  
people

# RHINO WHAM 32

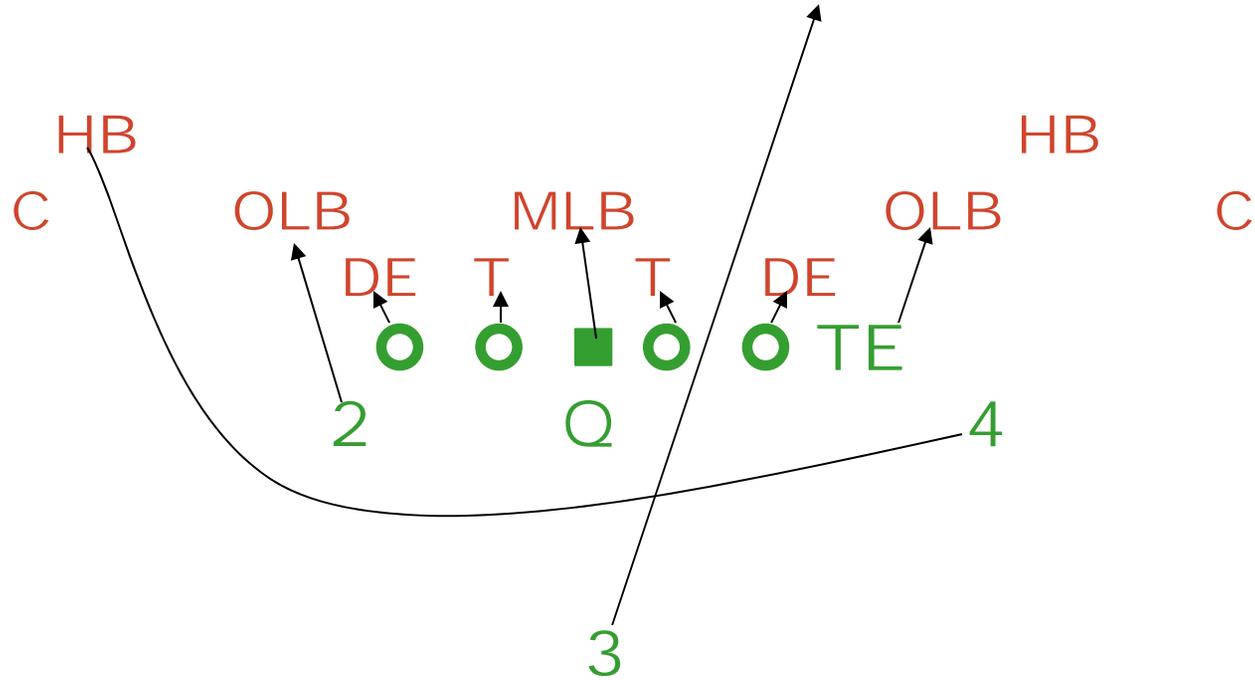
(A play call from AGRHS Football)

**RHINO** - Tight End Right on line of scrimmage

**WHAM** - Power run, man blocking scheme,  
wide splits

**32** - '3' running back gets handoff, runs to  
the '2' hole

# RHINO WHAM 32



QuickTime™ and a  
decompressor  
are needed to see this picture.

## Scientific Rigor is Valuable and Necessary...

Distributional Properties and Factor Loadings of two ICSQ Items Used in the CFA

ICSQ item abbreviations (n = 334)	M	SD	Sk.	Kt.	FL	SE
<i>Negative Competence Information</i>						
Think that I am not good enough to do well in sport	2.95	1.88	.70	-.64	.69	.04
Say that I can't achieve my goals in sport	3.03	2.00	.66	-.86	.68	.05
Think I lack the necessary skills to excel in sport	3.22	1.73	.44	-.80	.78	.04
Don't have faith in me	3.15	1.75	.56	-.60	.76	.04
<i>Control-Demands</i>						
Insist I do things that don't make sense to me	3.71	1.67	-.11	-.91	.67	.04
Ask more of me than what I am capable of doing	4.06	1.78	-.09	-1.07	.64	.04
Make me do things I don't agree with and don't explain why	3.31	1.76	.30	-.93	.71	.04
Push me to do things their way	4.17	1.67	-.11	-.75	.74	.04

Note. ICSQ = Interpersonal Context in Sport Questionnaire; M = mean; SD = standard deviation; Sk. = univariate skewness; Kt. = univariate kurtosis; FL = standardized factor loading from the baseline CFA model test; SE = bootstrap-based standard error from the baseline CFA model test.

**But presented to many practitioners, [RHINO WHAM 32](#) Comes to Mind...**

# Defining Knowledge Translation (KT)

**The Canadian Institutes of Health and Research (CIHR) 2005 definition of KT reads as follows:**

*Knowledge translation is the exchange, synthesis and ethically-sound application of knowledge—within a complex system of interactions among researchers and users—to accelerate the capture of the benefits of research for Canadians through improved health, more effective services and products, and a strengthened health care system. (CIHR, 2005)*

**CIHR's vice president of KT, Ian Graham revised the definition to give emphasis to critical components when he took his posting in 2007:**

**KT is a dynamic and iterative process that includes the synthesis, dissemination, exchange and ethically sound application of knowledge to improve the health of Canadians, provide more effective health services and products and strengthen the healthcare system.**

**(NCDDR, 2007)**

# Evidence-based practice

**Raines (2008) states:**

**Evidence-based practice has become a common expression in the helping professions over the last decade.**

and

**Process of continually infusing practice with the current research is what evidence-based practice is about.**

NOTE: This is terrific, however as a professional in my helping practice, I have not witnessed much of this infusion of research.

Current research theory and practice are still far apart...feeling this way, what is my approach going to be?

## **Balance and Common Sense: Overriding ideas going into this study**

- The users/stakeholders are interested and intelligent people. They act as the change agents in any organizational model.
- The users and stakeholders of the research findings might not be research experts. This needs to be understood.
- Knowledge Translation is not about simplifying or ‘dumming down’ the research results. It is about synthesizing the information to suit the needs of the users.
- Meeting the needs of the users while keeping the integrity of the research is a must.

## **We know the practitioners have much to offer**

**-They are experts about their particular situations and circumstances.**

**-Therefore, in the interest of common sense...**

**-And with respect to our research which we want introduced into their practice...**

**- WE.....**

- Ask them about their initial thoughts.
- Ask them what they want to see or have.
- Ask them why.
  
- Give it to them while also respecting what the literature supports as useful.
  
- Ask them their initial thoughts.
- Ask them about what they got in return for what they asked.
- Ask them if there are any ways to improve.
  
- Do even better next time **and the time after that.**

# Schematics of this KT Study

## **Balance & Common Sense**



### **Themes**

**#1  
Stakeholder Input**

**#2  
Sustainability**

**#3  
Feasibility**

# Theme #1 Stakeholder Input

**The transition of research into school practice continues to be a challenge. A big part of the problem is the disconnect between what researchers study and what teachers believe is needed to improve their teaching practice. (Chaban, 2011)**

- **Stakeholders had input in every step of the way during the KT process.**
- **The stakeholder input along with research literature in KT were the driving forces behind the plan.**

# Theme #2 Process for Sustainability

**Focus to process in KT is valuable using the following example:**

**Even books published within the last year are 3-4 years behind the times. By virtue of the lag between writing and publication, even the most recently released book will have citations that are a few years old.**

(Drake, Hovmand, Jonson-Reid, & Zayas, 2007)

- **Time is of the essence and was treated as such with proactive choices being made**
- **Turnaround time in between step of the kt plan were as time appropriate as possible**
- **Special attention paid to the time of the stakeholders as we want to create a relationship of trust and do more work with them.**

# Theme #3 Feasibility

**While we encourage all researchers to translate the results of their studies for the appropriate audiences, they, at the same time, need to be thoughtful about their message and the appropriate intensity of translation activities they should use.**

**(Tetroe, 2011)**

- **The greatest amount of work dealt with appropriateness in what was delivered. Building on what was already good in current programs.**
- **This step in the process will determine application, so it was carefully thought out.**

# KNOWLEDGE TRANSLATIONIST must mirror the activity of an attentive **WAITER**

## Knowledge Translationist

\_\_\_\_ I have the research findings from the questionnaires your student athletes completed

Give the users a summary of the research  
Give many options and methods to get more info

Allow users to look it over or if they need any immediate help with the material.

Ask them what they want to have including anything not mentioned

Give them what they asked for

Ask them if they would like anything else

We look forward to working with you again in the future, if there is anything we can do for you, please let us know.

## Waiter

(Hello, my name is Steve and I will be serving you this evening!!)

(Menu)

(Clarify menu items)

(Take their order)

(Service with a smile)

(Coffee, Tea, Desert?)

(Thank you, hope you enjoyed everything, look forward to seeing you again!)

# From knowledge to action: Promoting positive sport experiences among adolescents

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# Study Website

[www.positivesportsexperiences.ca](http://www.positivesportsexperiences.ca)

# Sample Questions Post KT

- **Based on your experience through this knowledge translation process, are there (do you have) any general comments/suggestions for bringing research to practitioners in the ETSB?**
- **Did having a conscious effort put forth by researchers to reach practitioners help create a situation where research might be used? Why or why not.**

# Limitations

Application phase of KT not in the plan

Evaluation of KT difficult to do without application step

# Post Study Activities

- Looking at the continued feedback
- Using website as a resource with students
- Using website as a marker of Pride throughout the ETSB
- Wetting the appetite for more to come..seeds already planted for more with the stakeholders ready and waiting!

# References

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