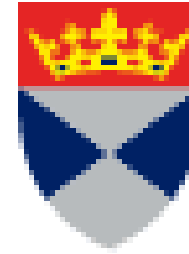


Professor Huw Davies

Director

Social Dimensions of Health Institute (SDHI)
Universities of Dundee & St Andrews



Co-founder

Research Unit for Research Utilisation (RURU)
Universities of Edinburgh & St Andrews



Director

Knowledge Mobilisation



NHS
*National Institute for
Health Research*

Models (and theory) for Knowledge Utilisation

"There is nothing so practical as a good theory" Lewin

(It's only a model...)



The challenge for all of us in the knowledge business...



"Yes, it's quite a noise - but are we having any impact?"

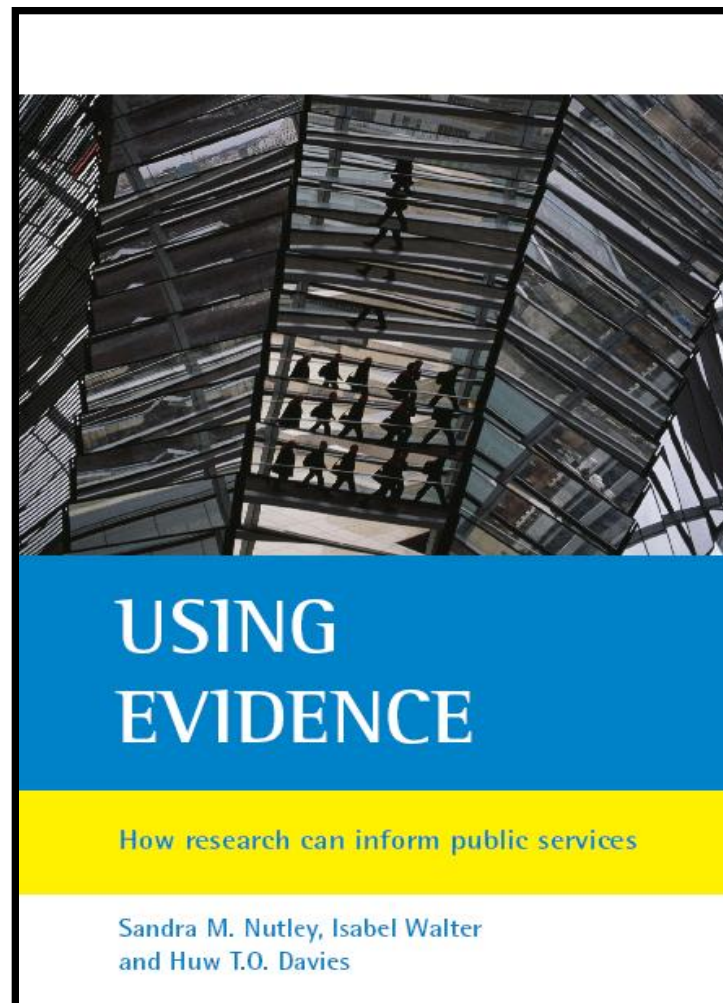
Research Unit for Research Utilisation - RURU -

***Sandra Nutley, Isabel Walter, Huw Davies
Universities of Edinburgh & St Andrews
Peter Smith, University of York***

***A resource on literatures
related to research use***

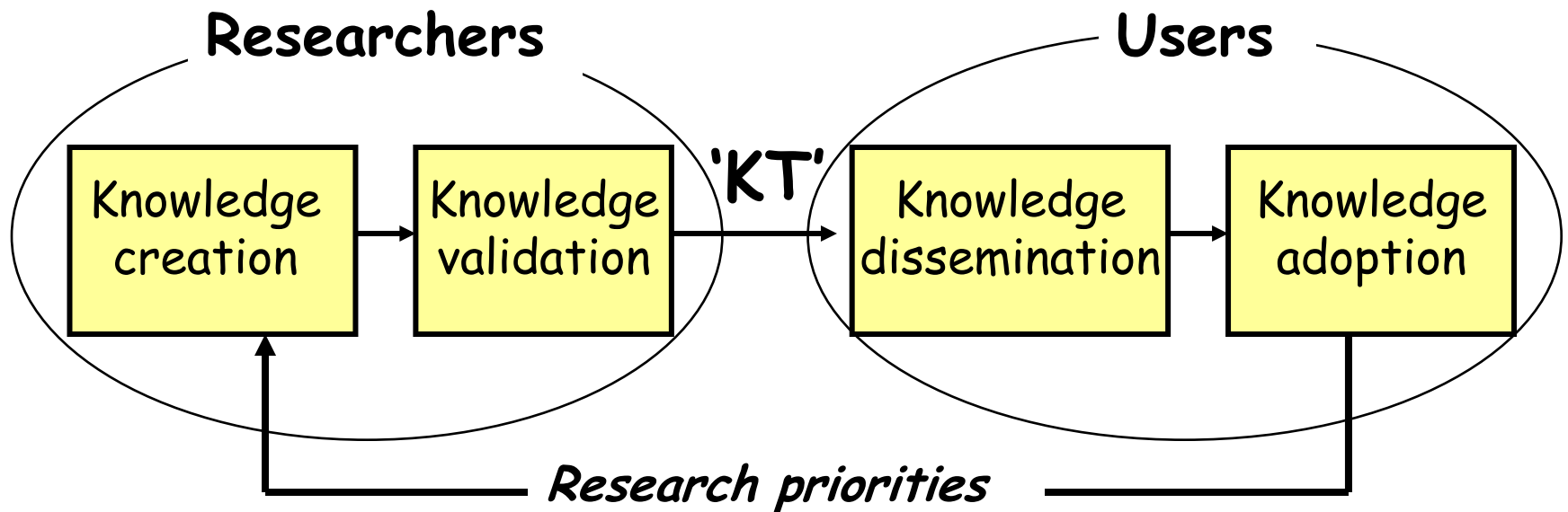
***Health care, social care,
education and criminal justice***

www.ruru.ac.uk



“Knowledge Utilisation”

Come a long way from the traditional linear model:



--- THE PROBLEM WITH THIS MODEL ---

Too - simple, rational, linear, uni-directional, individualised, unproblematised, asocial, and acontextual (otherwise, OK...)

Conceptualising Knowledge and Use

- Much of *knowledge creation* is:
 - active and interactive, involving individuals and groups in social and contextual (i.e. Girotto & Trevisan, 1998) processes
 - ... draws on a range of resources, including prior knowledge and also learning...
 - is a process of *transforming* information into knowledge (Barnett & Camp, 1998).
- In turn, knowledge is:
 - ... *dynamic* and contingent...
 - ... an *unstable* entity, rather than any simple, stable object
 - ... seen embedded within systems, processes and cultures, as well as in the behaviour of individuals.

**Theories
aplenty!**

Individuals, systems and cultures

Multiple models of research use in organisational settings - derived inductively

'Research-based practitioner' model

'Embedded research' model

'Organisational Excellence' model

The models - or archetypes - may operate in parallel and contingently

Research-based practitioner model

- Role and responsibility of individual practitioners to keep up-to-date with and apply research
- Use of research seen as a fairly linear process - find problem, access evidence, appraise, apply...
- Assumes fair degree of professional autonomy, and significant skills/capacity
- *Consistently found to be problematic...*

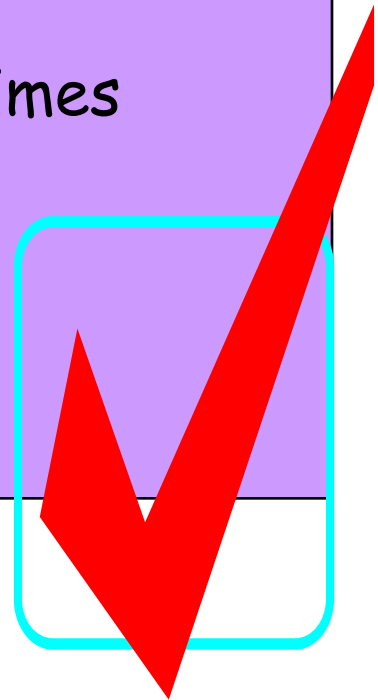


Too often the default model...

Embedded research model

- Research is embedded in systems and processes - standards, policies and tools
- Responsibility for research use lies with policy makers, outside agencies and service managers
- Performance management and regulatory regimes encourage the use of guidance and tools
- End research 'users' often have little idea of research provenance of behaviours

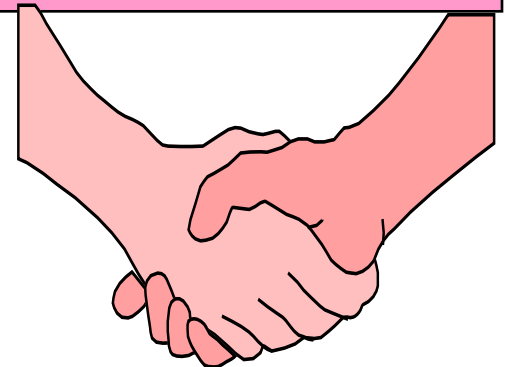
Scope of applicability, dysfunctions...?



Organisational excellence model

- Leadership, management and structure of service delivery organisations is key
- Importance of developing a “research-minded” local culture and local absorptive capacity for knowledge
- Local adaptation of research findings and ongoing iterative learning through local data and small-scale experimentation are key
- Partnerships with local researchers helpful

**A very significant challenge...
but – a way forwards?**



To conclude

- Models provide structure to what we pay attention to...
- ... but theories too are ever present - "theories as nets" (Karl Popper).
- Models provide a framework within which theories can be unpacked and examined.
- Ground is rarely untrod - we need to connect better to previous social science.

We may need to be more explicit in models and theories...

