

# TUTOR-PHC

Transdisciplinary Understanding and Training on Research  
– Primary Health Care

## **Transdisciplinary Understanding and Training on Research-Primary Health Care (TUTOR-PHC): Knowledge Mobilization Symposium**

### **Summary Report**

June 3<sup>rd</sup>, 2024

Prepared by: J.B. Brown and A.L. Terry  
on behalf of the TUTOR-PHC Mentors and Partners

## Overview

The Transdisciplinary Understanding and Training on Research-Primary Health Care (TUTOR-PHC) Knowledge Mobilization Symposium was held in London, Ontario on April 27 and 28<sup>th</sup>, 2023. This event brought together TUTOR-PHC alumni and current trainees, as well as patient-partners, mentors, and knowledge users from practice, policy-making, and research organizations, and funding agencies. The focus of the Symposium was on knowledge mobilization where TUTOR-PHC alumni and current trainees shared their research, and where all participants actively created an enhanced network of individuals committed to PHC research. The Symposium provided a venue where research results were translated into action by the co-creation of knowledge dissemination products via researchers working with knowledge users. This Symposium marked the twentieth year of TUTOR-PHC, which is a one-year, pan-Canadian interdisciplinary research capacity building program.

## Description of TUTOR-PHC

TUTOR-PHC creates an innovative environment where trainees build collaborative, interdisciplinary relationships, and learn patient-centred and primary health care research methodologies in an in-person and online environment; TUTOR-PHC builds a pan-Canadian network of alumni and mentors, and develops the primary health care research leaders of tomorrow. The program's goals are to train a cadre of PHC researchers, clinicians, and decision-makers to lead interdisciplinary research teams which will tackle current and future challenges in PHC. Further details about the program can be found on the TUTOR-PHC website <https://www.schulich.uwo.ca/tutorphc/index.html>

## Objectives of the Symposium

Symposium objectives were to: 1) enact a knowledge mobilization strategy for interdisciplinary PHC research; 2) provide a transformational opportunity fostering new collaborations amongst PHC researchers, knowledge users, decision-makers, and patient-partners; 3) create an enhanced network of national and international PHC researchers and knowledge users who are poised to address current and future PHC challenges; and 4) develop PHC research knowledge translation products.

## Participants

The TUTOR-PHC Knowledge Mobilization Symposium was attended by a total of 63 participants from across Canada, Australia, New Zealand, UK, France, Ireland and India. Attendees included TUTOR-PHC alumni from nearly all cohorts since 2003, patient partners from TUTOR-PHC and Patient Expertise in Research Collaboration (PERC), and representatives from Canadian Institutes of Health Research-Institute of Health Services and Policy Research (CIHR-IHSPR), Western University's Schulich School of Medicine and Dentistry, Western Research, Ontario SPOR Support Unit (OSSU) and Innovations Strengthening Primary Health (INSPIRE-PHC). Amongst the attendees were 14 alumni, 20 mentors, 2 mentor emeritus, 4 patient partners and 9 current trainees. Unique strengths of this Symposium include engaged and active patient partners who were an integral part of the sessions, the breadth and enthusiasm of the policy/decision-makers who attended the Symposium, and the presence of international participants. This breadth of attendees facilitated the dissemination and exchange across trainees, PHC researchers, and knowledge users, and helped to foster new collaborative opportunities among the TUTOR-PHC network.

## Symposium Components

The Symposium included keynote speakers, two forums with small group activities and discussion, and interactive poster sessions. Keynote addresses were presented by Dr. Martin Fortin on April 27<sup>th</sup> followed by Dr. Andrew Pinto on April 28<sup>th</sup>. TUTOR's patient partners, Ms. Lorraine Bayliss and Mr. Ron Beleno joined Dr. Amanda Terry in presenting a session on "Strategies re: Patient-Oriented Research and Patient-Partnership-TUTOR-PHC". These keynote addresses offered exposure to successful and rich examples of knowledge mobilization experiences and strategies. In the forums, two small discussion groups engaged in exercises regarding the "Effective Mobilization of the Uptake of Research Findings into Policy and Practice" and "Creation of Knowledge Syntheses and Impact Narratives". In these discussions and accompanying exercises we focused on enhancing the participants' capacity to effectively and actively mobilize the uptake of research findings into policy and practice, and to identify key components of accessible research syntheses in graphic form and impact narratives. The focus in the discussion groups was not so much about the knowledge mobilization products themselves but the learning process of creating products that reflect genuine and authentic collaboration and understanding of the inherent challenges that accompany such a process. Participants were able to take away learnings from these discussions that will inform their development of impact narratives and knowledge mobilization strategies. A total of 30 posters were presented during the two interactive poster sessions, giving participants an opportunity to engage with and learn from other primary care researchers while also building their networks for future collaborations.

We conducted a thematic analysis of the narrative summaries that were produced from each small group discussion. Forum 1 focused on effective uptake of research findings - themes common across small discussion groups included: the importance of creating meaningful engagement at the outset of the research with key partners, building sustainable long-term relationships based on trust and humility, and creating a safe space for everyone (researchers, patient partners and policy-makers) to have an equal voice. Forum 2 focused on identifying important components of research syntheses in graphic form and impact narratives. All discussion groups noted the challenges in developing creative and engaging syntheses and narratives. A range of strategies from bar graphs to video games, billboards and podcasts were identified. While infographics were recognized as a common strategy, the importance of tailoring them to the intended target audience was noted. A key lesson learned was the importance of using a good process for developing these products, rather than a singular focus on the products themselves.

## Evaluation Results

The results of the summative evaluation of the Symposium support how it increased research capacity and research participation. Over a third of participants responded to the evaluation survey, with the majority of responses to questions about the components of the Symposium described above rated as "excellent", followed by "very good". The results also demonstrate that those in attendance strongly agreed that the Symposium was relevant to their practice or work and that it provided an opportunity for collaboration.

In our evaluation questionnaire we asked participants about the most important thing that they had learned at the Symposium/ or something they would do differently based on what was learned. The following are some excerpts from the evaluations:

- “TUTOR-PHC at 20 exemplifies the influence of mentorship, networks and leadership development in research. I will focus on holistic approaches in leadership and collaborative research.”
- “The impact we can achieve together and value of relationships. I will reach out to colleagues in our network to further collaborations.”
- “Think about collaborating with design and visual art students for KT. It was lovely to reconnect and meet new people.”

The Symposium was a very intense, immersive day and a half of content focused on knowledge mobilization in which participants were committed to enriching their understanding of and capacity for knowledge mobilization as an integral part of the research process. We achieved our objectives of fostering new research collaborations among participants from different partner groups, strengthened the network of primary care researchers across Canada and internationally, and further developed capacity for the effective knowledge mobilization of research results.

## Output

To date, two presentations have been delivered reporting on the Symposium, at the Trillium Primary Health Care Research Day in Toronto (June 2023) and at the North American Primary Care Research Group (NAPCRG) Conference in San Francisco, USA (October 2023). We also convened a meeting of TUTOR-PHC trainees, alumni and mentors at the 2023 North American Primary Care Research Group conference to further support the network of researchers that was strengthened during the Symposium. This report summarizes the Symposium and will be posted in the Scholarship@Western repository and posted on the TUTOR-PHC website.

## Overall Impact

This Symposium advanced the co-creation of capacity for interdisciplinary PHC research knowledge mobilization in the following five areas of impact: 1) PHC researchers were enabled to develop coordinated strategies and approaches to knowledge mobilization; 2) concrete knowledge mobilization strategies were created to enhance the uptake and use of PHC research findings; 3) PHC researchers were inspired to collaboratively expand their horizons and to take up new opportunities in research; 4) a network of PHC researchers, patient partners, and knowledge users was strengthened, enabling coordinated and comprehensive responses to pressing PHC challenges; and 5) the capacity of researchers to create research impact narratives that can impact policy and practice was enhanced. In addition, TUTOR-PHC has a strong history of pedagogical innovations which directly relate to the educational needs of interdisciplinary primary care researchers (see publication list below). The knowledge mobilization symposium provided a venue for assessing new educational components that will be incorporated into the TUTOR-PHC program curriculum. The symposium enhanced the ability of participants to engage in collaborative research, to develop new areas of research, and to use effective knowledge mobilization strategies in their own research.

## TUTOR-PHC Publications

Terry, A.L.; Stewart, M.; Ashcroft, R.; Brown, J.B.; Burge, F.; Haggerty, J.; McWilliam, C.; Meredith, L.; Reid, G.J.; Thomas, R.; Wong, S.T.; and the TUTOR-PHC Program Investigators/Mentors. 2022. Complex

Skills are Required for New Primary Health Care Researchers: A Training Program Responds. *BMC Medical Education*. Jul 22;22(1):565.

Terry, A.L.; Brown, J.B.; Van Hoorn, R.; Stewart, M.; Ashcroft, R.; Beaulieu, M-D.; Bhattacharyya, O.; Breton, M.; Burge, F.; Dahrouge, S.; Dolovich, L.; Donnelly, C.; Farrales, L.; Fortin, M.; Haggerty, J.; Kothari, A.; Loignon, C.; Marshall, E.; Martin-Misener, R.; Ramsden V.R.; Regan, S.; Reid, G.J; Ryan B.L.; Sampalli, T.; Thomas, R.; Valaitis, R.; Vingilis, E.; Wilson, E.; Wong, S. 2018. The Evolution and 15 Year Impact of a Pan-Canadian Training Program: Transdisciplinary Understanding & Training on Research – Primary Health Care (TUTOR-PHC). *Canadian Family Physician*. 64(6): 475-476.

Stewart, M., Wuite, S., Ramsden, V., Burge, F., Beaulieu, M.D., Fortin, M., Godwin, M., Harris, S., Reid, G., Haggerty, J., Brown, J.B., Thomas, R., & Wong, S. 2014. Transdisciplinary Understandings and Training on Research: Successfully Building Research Capacity in Primary Health Care. *Canadian Family Physician*, 60, 581-582.

Contant, É. & Nicholson, K. 2014. Transdisciplinary Collaboration: The Future of Primary Health Care. *Health Science Inquiry*, 5(1): 101-102.

Stewart, M., Reid, G., Brown, J. B., Burge, F., DiCenso, A., Watt, S., McWilliam, C., Beaulieu, M.-D., & Meredith, L. 2010. Development and Implementation of Training for Interdisciplinary Research in Primary Health Care. *Academic Medicine*, 85(6), 974–979.

Perreault, K., Boivin, A., Pauzé, E., Terry, A. L., Newton, C., Dawkins, S., Houle, J., & Brown, J. B. 2009. Interdisciplinary Primary Health Care Research Training Through TUTOR-PHC: The Insiders' View. *Journal of Interprofessional Care*, 23(4), 414–416.

### **Acknowledgements**

We thank TUTOR-PHC Mentors, Patient Partners, Trainees and Alumni for their contributions to the Symposium. We appreciate all the work that TUTOR-PHC Program Coordinator Priya Garg completed to ensure the success of the Symposium.

### **Funding Acknowledgement**

The TUTOR-PHC Knowledge Mobilization Symposium was supported by a Planning & Dissemination grant from the Canadian Institutes of Health Research-Institute of Health Services and Policy Research (185488) and by Western University's Vice President Research Small Grant Program.