

Challenging 'pipeline' translational models

Quitting evidence in the largest-ever Australian childhood-obesity-prevention program

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The Healthy Children's Initiative

- A suite of evidence-based programs aimed at reducing childhood obesity
- State-wide implementation in all 15 Local Health Districts across NSW since 2008
- A key operational component of the NSW Premier's Priority of "Tackling Childhood Obesity"
- Three key projects:
 - Live Life Well at School (LWATS)
 - Munch and Move
 - Go4Fun

Public 'story' of HCI - Literature

- Programs are "evidence-based" and "evidence-informed"
- Combination of promising programs, in need of further evaluation, and established programs
- Policy makers used the 'best available' evidence to create the HCI suite

Table 8. Summary mapping of Healthy Children Initiative programs across evidence building stages of research into practice.

Programs	Problem Definition (Stage 1)	Solution Generation (Stage 2)	Intervention Testing (Efficacy) (Stage 3)	Implementation Replication (Stage 4)	Dissemination Research (Stage 5)
Healthy Lifestyle Program					
Munch and Move					
Go4Fun					
Good for Life					
Healthy Children in High School					
Healthy Children in Early Childhood					
Good for Life at School					
Good for Life at Home					
Good for Life at Work					
Good for Life at Play					
Good for Life at Transport					
Good for Life at Community					

From Rissel et. al, 2012, Health Promotion Journal of Australia

The "Monitoring Health Promotion Practice" Research Study



What can we learn from a population-level health program about the translation of evidence to practice?

Origin 'story' of HCI - Practitioners Perspectives

- Seven of the 14 LHD teams described an "origin story" of HCI as coming from their local health district team

[name] says "you know, we invented LLW@S" A group of people – did LLW@S before Munch and Move and 'Good for kids, Good for life' research was done... It was a "similar model" to what they do now but they did it on a small scale.

-Banksia LHD

Note: Data are from ethnographic fieldnotes and written from the perspective of the researcher. Verbatim quotes from participants are noted in quotation marks. Pseudonyms have been used to protect confidentiality.

Origin Stories...

Are a 'reinterpretation of the past'
(Engel, 1993)

They already had a strong connection to the schools in their area, it goes back thirty long years and they believe that LLW@S took their experiences into account when the program was designed...a lot of the resources that *Bottle Brush* had developed for schools and child care centres, became part of the programs. And some parts of the training workshops were built on their workshops as well, so they had quite some impact on the programs.

-Bottle Brush LHD

David Engel, *Origin Myths: Narratives of Authority, Resistance, Disability and Law*, 27 LAW & SOC. REV. 785 (1993).

Origin Stories...

Are a 'reaffirmation of core values and beliefs'

[name] says when she returned and discovered how [their program had] morphed into LLW@S, she "didn't recognize the program." The main issue for her was that [their program] had a large emphasis on building trust and buy-in from the partnering schools. Instead, LLW@S was implemented as a 2-day training. At the end of the training, the teachers were informed that they were now expected to go back to their schools and implement this "whole of school" approach. Of course they were shocked, or thinking they didn't know this is what they had signed up for.

-Fig LHD

David Engel, *Origin Myths: Narratives of Authority, Resistance, Disability and Law*, 27 LAW & SOC. REV. 785 (1993).

Origin Stories...

Provide thinking as to how things should evolve

"I really struggle with the disconnect from who's giving us directives and our implementation, like as in [state-level program administrators]." [She] says, "we are not always informed about how they come to their conclusions and who is writing these practices and who is making these programs or resources. That kind of thing is important to me, because if it is someone who has never worked in our role it makes it a lot more clear why it's not working."

-Eucalypt LHD



"The impact narrative can only be written retrospectively" which makes it seem like the path is linear

(T. Greenhalgh, public lecture, Sydney, 20 Mar 2018)

Studying Practice-Based Knowledge



- Provides insight into how evidence is created, applied, and re-created
- Why implementation may or may not 'work'
- Provide insights into how to design to "scale"

Thoughts? Comments?

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Thanks to the study participants, and the research partnership:
 V. Loblay, S. Groen, A. Green, C. Innes-Hughes, A. Milat, M. Williams, J. Mitchell, L. Persson, S. Thackway, & P. Hawe



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