

# ***Designing research for dissemination and sustainability***

**Workshop on Institutional Barriers and Incentives for Engaged Research**

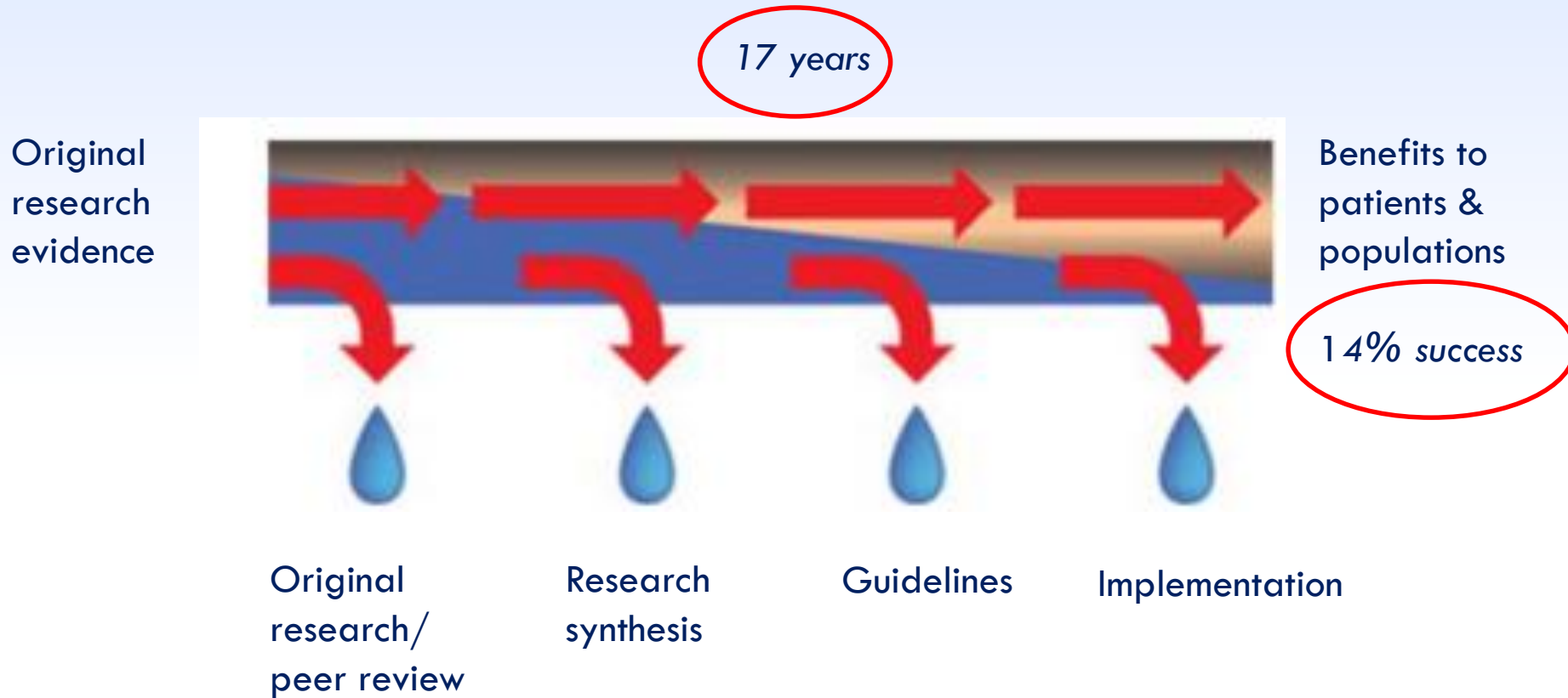
**NASEM Board on Science Education  
Standing Committee on Advancing Science Communication**

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# Our Leaky Pipeline



# Preferred methods for disseminating or learning about the latest research-based evidence

| Method                                     | Researchers<br>% (rank) | Local practitioners<br>% (rank) | State practitioners<br>% (rank) |
|--------------------------------------------|-------------------------|---------------------------------|---------------------------------|
| Academic journals                          | 100 (1)                 | 33 (4)                          | 50 (2)                          |
| Academic conferences                       | 92.5 (2)                | 22 (5)                          | 17.5 (6)                        |
| Reports to funders                         | 68 (3)                  | --                              | --                              |
| Press releases                             | 62 (4)                  | 12.5 (7)                        | --                              |
| Seminars or workshops                      | 61 (5)                  | 53 (1)                          | 59 (1)                          |
| Face-to-face meetings<br>with stakeholders | 53 (6)                  | 11 (6)                          | 15 (7)                          |
| Media interviews                           | 51 (7)                  | 1 (9)                           | --                              |
| Policy briefs                              | 26 (8)                  | 17 (6)                          | 30 (4)                          |
| Email alerts                               | 22 (9)                  | 34 (3)                          | 40 (3)                          |
| Professional associations                  | --                      | 48 (2)                          | 24.5 (5)                        |

# How are stakeholders involved (D4DS methods)

| Stakeholder type/<br>Method           | Venue (%) |           | Nationality (%) |        |
|---------------------------------------|-----------|-----------|-----------------|--------|
|                                       | Clinical  | Community | United States   | Canada |
| <b>Organizational decision makers</b> |           |           |                 |        |
| Focus groups                          | 32        | 37        | 35              | 50     |
| Advisory committees                   | 63        | 51        | 54              | 71     |
| User panels                           | 17        | 12        | 14              | 21     |
| Team members                          | 25        | 32        | 26              | 39     |
| Interpret data                        | 25        | 31        | 29              | 43     |
| Disseminate                           | 51        | 59        | 55              | 75     |
| Total $\geq 2$                        | 56        | 58        | 57              | 79     |

*Four ideas/opportunities for your  
consideration*

# 1. Apply principles of audience segmentation

| Segment                     | Relevant characteristics                                                                                                                                                                                                | Messages                                                                                                                                   | Channels                                                                                                                                        |
|-----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| Public health practitioners | <ul style="list-style-type: none"><li>• High commitment</li><li>• Wide range of professional backgrounds</li><li>• Access to summaries of evidence but often not the original research</li><li>• Time urgency</li></ul> | <ul style="list-style-type: none"><li>• Make a difference in society</li><li>• Improve health equity</li><li>• Enhance resources</li></ul> | <ul style="list-style-type: none"><li>• Leadership meetings</li><li>• Professional associations</li><li>• Brief summaries of evidence</li></ul> |

Slater MD, et al. Segmentation on a shoestring: health audience segmentation in limited-budget and local social marketing interventions. *Health Promot Pract*. Apr 2006;7(2):170-173.

Brownson RC, et al. Getting the Word Out: New Approaches for Disseminating Public Health Science. *J Public Health Manag Pract* 2017.

# The message

(think like a journalist or web designer)

## The 3 – 30 – 3 rule

### *Children's Life Expectancy Being Cut Short by Obesity*

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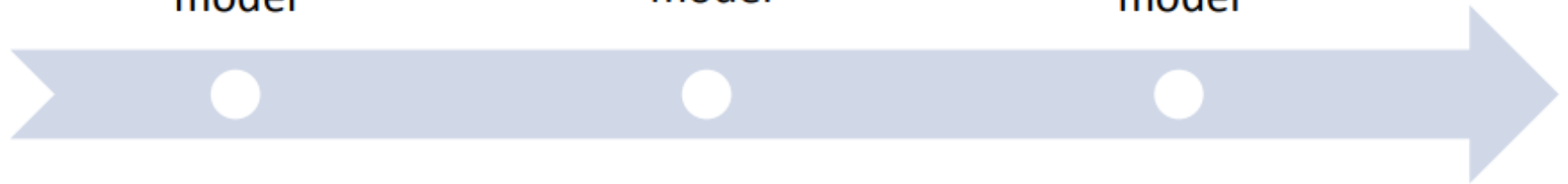
BOSTON, March 16 - For the first time in two centuries, the current generation of children in America may have shorter life expectancies than their parents, according to a new report, which contends that the rapid rise in childhood obesity, if left unchecked, could shorten life spans by as much as five years.

## 2. Engage stakeholders more fully

Advisory  
model

Employment  
model

Partner  
model



- Advisory model: community members/stakeholders play advisory role on steering/advisory committee
- Employment model: community members hired as paid members of research team
- Partner model: community members are partners or leaders in all aspects of the research



# 3. Make use of proven tools



## Sample Program Sustainability Report

01/23/2014

[Go to Next Steps](#)

Many factors can affect sustainability, such as financial and political climates, organizational characteristics, and elements of evaluation and communication. The Program Sustainability Assessment Tool allows stakeholders to rate their programs on the extent to which they have processes and structures in place that will increase the likelihood of sustainability. Assessment results can then be used to identify next steps in building program capacity for sustainability in order to position efforts for long term success.

### Interpreting the Results:

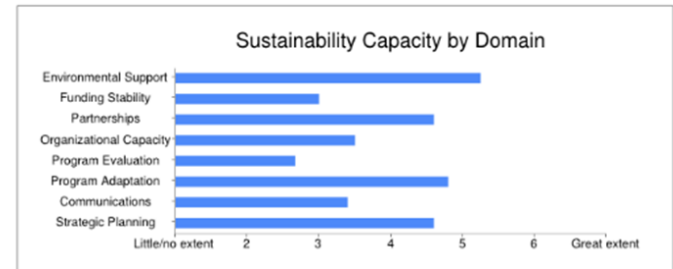
The table presents the average rating for each sustainability domain based on the responses that you provided. The remainder of the document presents the ratings for indicators within each domain. There is no minimum rating that guarantees the sustainability of your program. However, lower ratings do indicate opportunities for improvement that you may want to focus on when developing a plan for sustainability.

### Next Steps:

- These results can be used to guide sustainability planning for your efforts.
- Areas with lower ratings indicate that there is room for improvement.
- Address domains that are most modifiable, quicker to change, and have data available to support the needed changes.
- Develop strategies to tackle the domains that may be more difficult to modify.
- Make plans to assess the sustainability of your efforts on an ongoing basis to monitor changes as you strive for an ongoing impact.

| Overall Capacity for Sustainability | 4.0 |
|-------------------------------------|-----|
| Environmental Support               | 5.3 |
| Funding Stability                   | 3.0 |
| Partnerships                        | 4.6 |
| Organizational Capacity             | 3.5 |
| Program Evaluation                  | 2.7 |
| Program Adaptation                  | 4.8 |
| Communications                      | 3.4 |
| Strategic Planning                  | 4.6 |

1 = little or no extent / 7 = to a great extent



## 4. Re-shape academic culture & incentives

- Change promotion/tenure guidelines to place higher value on real world impacts (e.g., the Translational Science Benefits Model: <https://translationalsciencebenefits.wustl.edu/>)
- Build connections across disciplines (e.g., communication and research)
- Value practice/policy experience