

FINDING NEW WAYS TO ALIGN INTERVENTIONS FROM PUBLIC HEALTH AND OTHER SECTORS: SPARKS MIGHT FADE BUT ENGAGEMENT WILL LAST



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Introduction

- Health problems = complex, require concerted action in various disciplines/sectors
 - Canadian health system = "silo syndrome".
- Review of professional / organizational practices on many levels.
- Academia = key role
 - knowledge discovery
 - training future generations of professionals
- “Engaged scholarship” = feed this reflection and offers solutions

Objectives

Define engaged scholarship at two levels:



individual level (researchers)

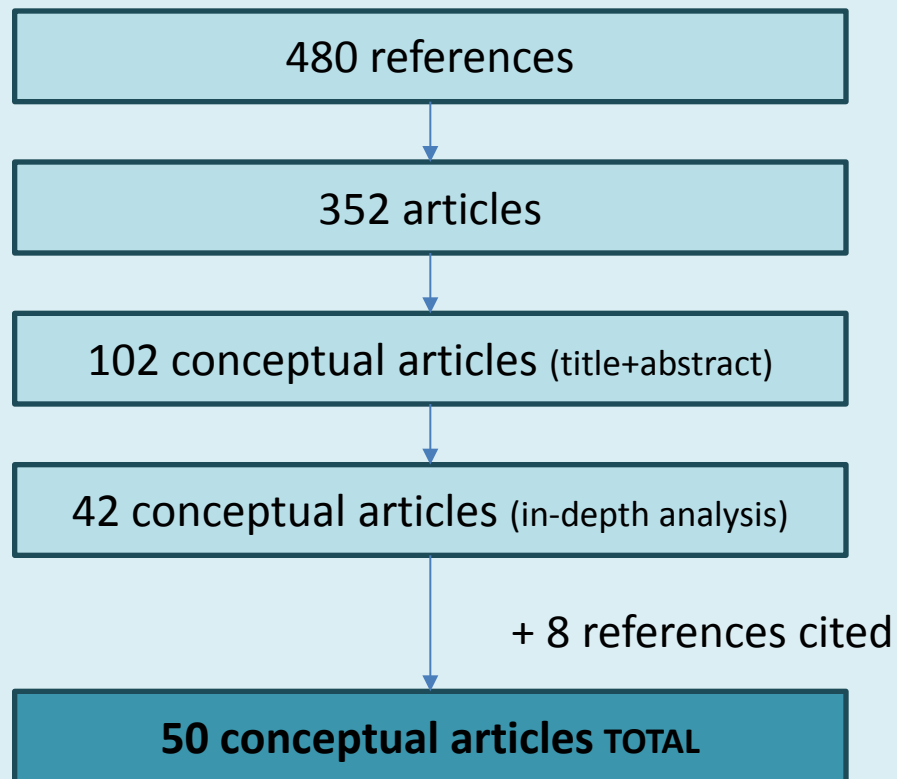


institutional level (universities)

Analyze how engaged scholarship can help harmonize and combine interventions in the public health sector and other sectors.

Methods

SCOPING REVIEW OF THE LITERATURE



Definition

ENGAGED SCHOLARSHIP

- Academic posture that results in continuous activities at the university and researcher levels. More than just a simple knowledge transfer strategy, it is essentially aimed at democratizing scientific knowledge to mobilize civil society in pursuit of the common good.

(Barge & Shockley-Zalabk, 2008; Barreno et al. 2013; Bhattacharyya & Murji, 2013; Bridger & Alter, 2006; Brown et al, 2003; Checkoway, 2013; Colbeck & Wharton-Michael, 2006; Cooper & Skipton, 2013; Cuthill & Brown, 2010; Finkelstein, 2001; Fitzgerald et al. 2012; Franz, 2009; Hartelius & Cherwitz, 2010; Paynter, 2014; Sandmann, 2008)

Values

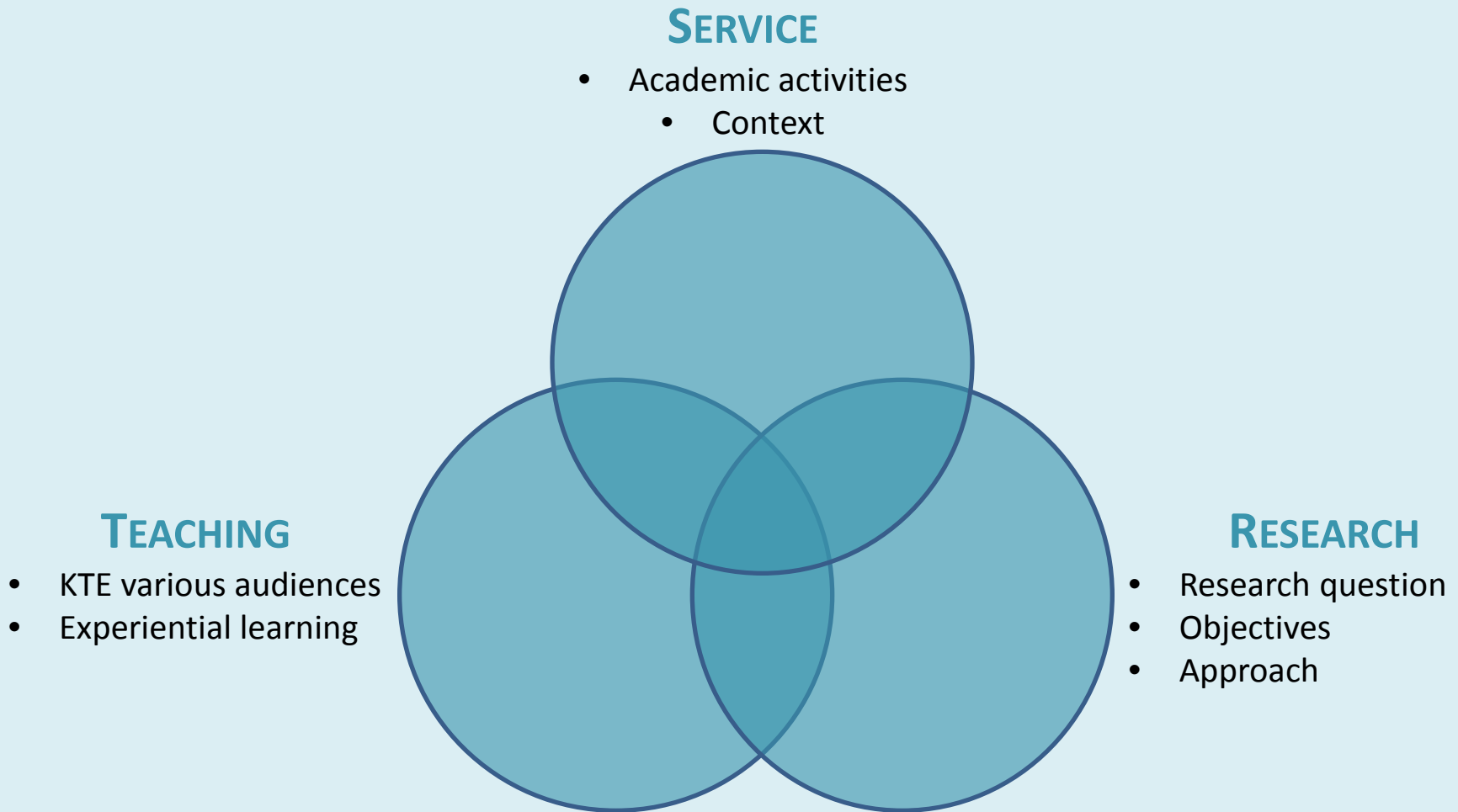
- **SOCIAL JUSTICE** : contribute to the common good
 - fight for equity
 - integration of vulnerable/marginalized populations into research/action
- **CITIZENSHIP** : change the world for the better
 - Democracy
 - Civic duty and responsibility
 - Social accountability
 - “Engaged scholars” = members of society

Principles

- **Rigor, high quality** scholarship/ academic standards: but, paradigm shift
- **Democratization of knowledge** : question the academic monopoly over knowledge
- **Collaboration/ partnerships** : broaden and deepen non-academic participation
- **Identified community needs**
- **Transdisciplinary**: diversity of perspectives from theorists and practitioners
- **Integration of teaching, research, and service**: whole greater than sum of parts

(Barge & Shockley-Zalabk, 2008; Barker, 2004; Bhattacharyya & Murji, 2013; Bridger & Alter, 2006; Brown. 2003; Burrage et al. 2005; Cuthill & Brown. 2010; Cuthill et al. 2014; Cooper & Skipton. 2013; DeLugan et al. 2014; Furco. 2010; Finkelstein. 2001; Fitzgerald et al. 2012; Franz. 2009; Gelmon et al. 2013; Hartelius & Cherwitz, 2010; Morton, 2013; Paynter, 2014; Sandmann, 2006, 2008; Silka et al 2013)

Individual level



(Barge & Shockley-Zalabk, 2008; Barreno et al. 2013; Barker, 2004; Calleson et al. 2005; CCESHP, 2005; Doberneck et al., 2010; Franz, 2009; Hoyt, 2014; Morton, 2013; Paynter, 2014; Potter et al, 2009; Ramaley, 2009; Sandmann, 2008; Schwab et al. 2014)



Institutional level

- Adoption of a mission or a philosophy
- Institutional support
- Faculty support
- Student support
- Community participation and partnerships

Example:

the case of an HIV career

ENGAGEMENT PROCESS:

- Values
 - Social justice: fight against injustices experienced by people living with HIV
 - Citizenship: oppose daily against HIV misconceptions
- Principles
 - High academic standards + creativity: publications and new ways to study research questions
 - Collaboration/ partnerships: advisory committee
 - Identified community need: each step planned and carried out with the committee
 - Transdisciplinary: diversity of perspectives from theorists and practitioners
 - Democratization of knowledge: question the academic monopoly over knowledge



Individual level

- Integration of teaching, research, and service:
 - TEACHING in informal contexts
 - RESEARCH methods: participatory
 - SERVICE training sessions for community stakeholders



Institutional level

- Institutional support: administrative support
- Funding: community-based research

Conclusion

FUTURE RESEARCH

- More empirical research to assess the effectiveness

IMPLICATIONS FOR PRACTICE

- Reciprocal and long-lasting relationships
 - not only with community groups, professionals and policy makers, but also with civil society
- Rethinking academic priorities
 - reposition the common good at the heart of universities' activities

Acknowledgments

**Fonds de recherche
Santé**

Québec

