Innovative Integration for Mental Wellbeing: Can Integration and Implementation Sciences Help?

Gabriele Bammer

Starting point and aims

Improving mental wellbeing is a complex real-world problem

Many of you will have thought about the concepts and methods I will present

My aims

- provide framework for those ideas
- add some new concepts and methods
- highlight importance of options
- indicate ways forward

Big Picture

Frameworks

Goes beyond mental well-being

Incomplete

Not many practical examples

Not everyone's

Overview

Brief Introduction to Integration and Implementation Sciences

Three Academic Orphans

Key Elements

Gathering concepts, methods and case studies

5 Question Framework

Where does Integration and Implementation Sciences (I2S) come from?

Research perspective

How can research better contribute to tackling complex real-world problems?

Can a systematic approach be developed that works for a whole range of complex problems?

What is Integration and Implementation Sciences?

It is

• three domains

• a five question framework for each domain

• a set of elements for each question

Let's start with the three domains, which are academic orphans…

Three Domains... 1

1. **Improve understanding by synthesis of disciplinary and stakeholder (practitioner, those affected etc) knowledge**

Three Domains... 2

1. Improve understanding by synthesis of disciplinary and stakeholder (practitioner, those affected etc) knowledge

2. Don't ignore unknowns

Three Domains... 3

1. **Improve understanding by synthesis of disciplinary and stakeholder (practitioner, those affected etc) knowledge**

2. **Don't ignore unknowns**

3. **Base policy and practice on integration of understanding plus unknowns**

Three I2S Domains… Academic Orphans

Why are they orphans?

- **Recognise importance, but no agreed systematic approach**

- **Thinking on unknowns is still quite unsophisticated**

- **No-one's business to deal with these**

Underpinning idea is…

We would make more progress in improving mental well-being, if

(in addition to discipline-based research)

more effort went into

 bringing together knowledge from relevant disciplines, practitioners, those affected etc

 grappling with remaining unknowns

 making sure policy and practice are informed by what we know as well as what we don't know

That's all very well…

BUT… how do we do it?

Some key concepts…

1. **Systems thinking**
2. **Scoping and boundary setting**
3. **Problem framing**
4. **Values**
5. **Harnessing and managing differences**
6. **Organisational barriers and enablers**
7. **Legitimacy**
8. **Big picture context**

Some key methods…

Knowledge synthesis…

Dialogue	Modelling, product, vision	Common metric

Unknowns…

Reduction	Acceptance	Exploitation
Banishment	Surrender	Denial

Integrated research support for policy and practice change…

Communication	Advocacy	Engagement

A taste of what's involved…

Developing these elements requires compilations of options

There is no one way – each option has strengths and weaknesses

Some examples…

Some key concepts…

1. **Systems thinking**
2. **Scoping and boundary setting**
3. Problem framing
4. Values
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Systems thinking… 1

About

    - the problem and

    - where (eg policy, practice) we want to intervene

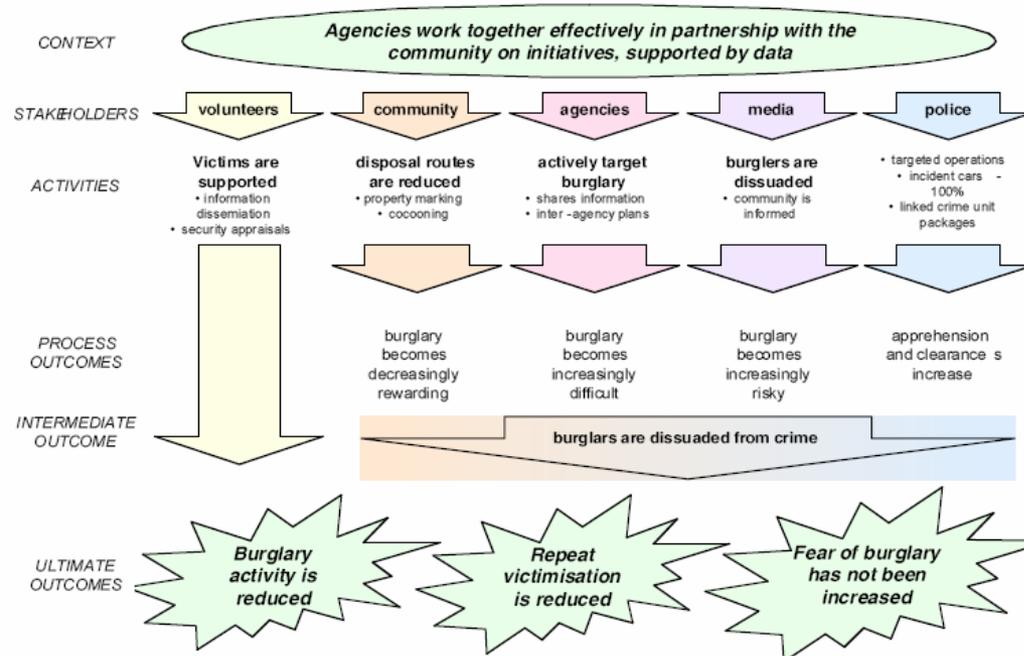**Focus is not just on elements, but also on relationships**

All systems views are partial

Systems thinking… 2
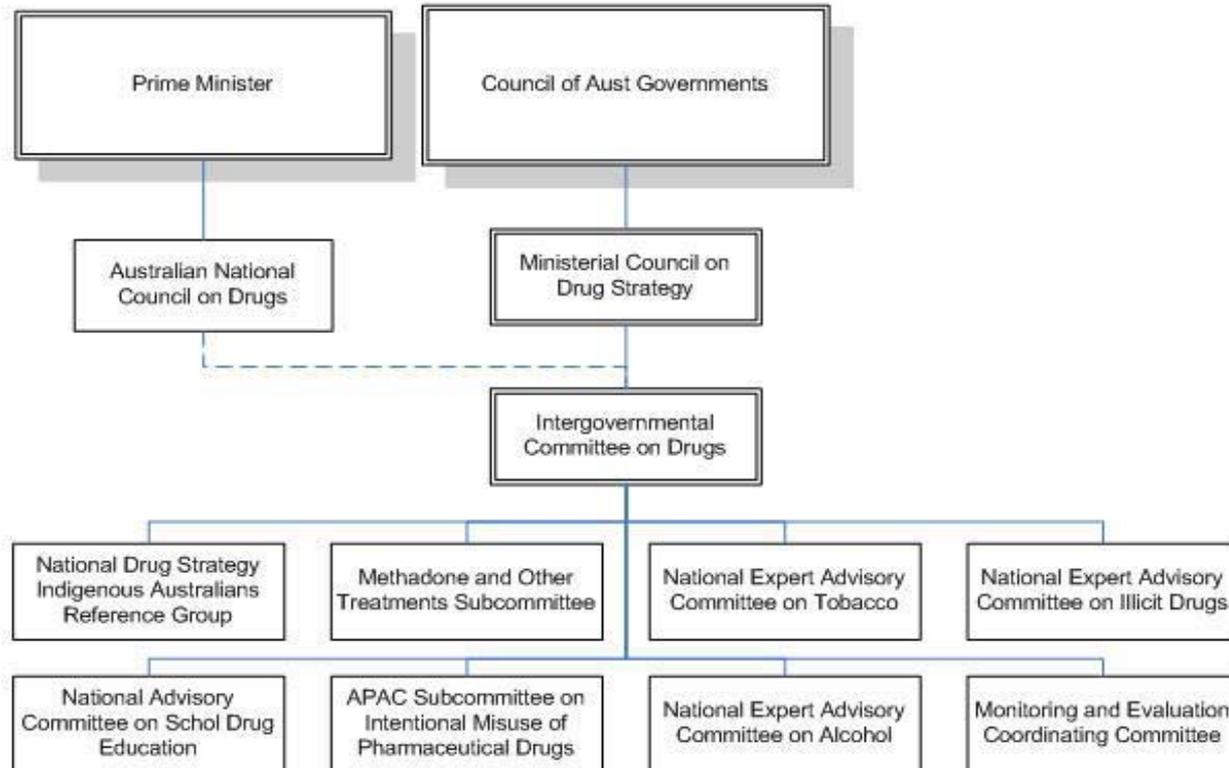
e.g. conceptual map showing key elements and relationships

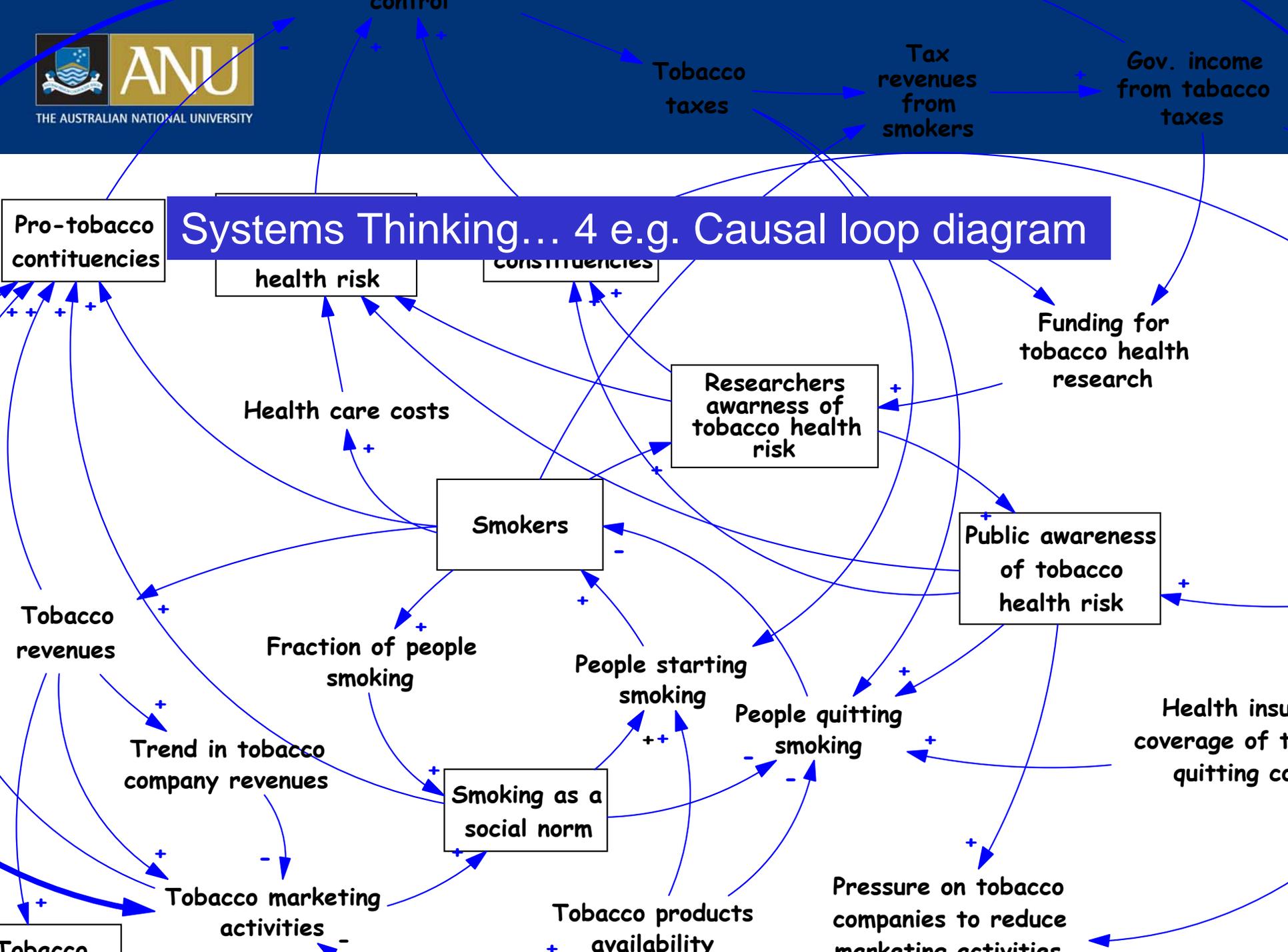## BURGLARY REDUCTION PILOT PROGRAM - PROGRAM LOGIC DIAGRAM

CONTEXT	*Agencies work together effectively in partnership with the community on initiatives, supported by data*				
STAKEHOLDERS	volunteers	community	agencies	media	police
ACTIVITIES	**Victims are supported** · information dissemiation · security appraisals	**disposal routes are reduced** · property marking · cocooning	**actively target burglary** · shares information · inter-agency plans	**burglers are dissuaded** · community is informed	· targeted operations · incident cars - 100% · linked crime unit packages
PROCESS OUTCOMES		burglary becomes decreasingly rewarding	burglary becomes increasingly difficult	burglary becomes increasingly risky	apprehension and clearance s increase
INTERMEDIATE OUTCOME		burglars are dissuaded from crime			
ULTIMATE OUTCOMES	*Burglary activity is reduced*	*Repeat victimisation is reduced*	*Fear of burglary has not been increased*		

Systems thinking… 3

eg structural diagram of policy organisation that want to influence

Systems Thinking… 4 e.g. Causal loop diagram

control

Tobacco taxes

Tax revenues from smokers

Gov. income from tabacco taxes

Pro-tobacco contituencies

health risk

constituencies

Funding for tobacco health research

Health care costs

Researchers awarness of tobacco health risk

Smokers

Public awareness of tobacco health risk

Tobacco revenues

Fraction of people smoking

People starting smoking

People quitting smoking

Health insu coverage of t quitting co

Trend in tobacco company revenues

Smoking as a social norm

Tobacco marketing activities

Tobacco products availability

Pressure on tobacco companies to reduce marketing activities

Tobacco

Systems thinking… 5

No useful compilations of systems approaches and what they are good for

Very limited capacity – ie good system thinkers are hard to find

Limits our ability to make progress

Some key concepts…

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Scoping and boundary setting… 1

Scoping is all the options for tackling the problem and intervening

Boundary setting is what we can most effectively do with the time, money and person-power at our disposal

Scoping and boundary setting… 2

Mostly we do these unconsciously based on what we know and know how to do

But we need to make the problem (or area of intervention) central, not our own abilities

Given we can't do everything, we need to consider what we can most effectively do with the time, money and person-power at our disposal

Scoping and boundary setting… 3

Again available tools are fairly limited

Some key concepts…

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Context… 1

The success of the physical sciences has been in finding universal laws, ie context doesn't matter

But for most complex real-world problems, context is all important

Context… 2

Eg for the problem…

- **What's the history?**

- **Is it location specific?**

- **Are there cultural factors?...**

Don't have systematic way to

think about, or

deal with

context

Limits progress

The same is true for methods…

Limited systematic ways of doing…

Knowledge synthesis…

Dialogue	Modelling, product, vision	Common metric

Comprehensively understanding and managing unknowns…

Reduction	Acceptance	Exploitation
Banishment	Surrender	Denial

Integrated research support for policy and practice change…

Communication	Advocacy	Engagement

Work on compilations of options…

Compilation of dialogue methods
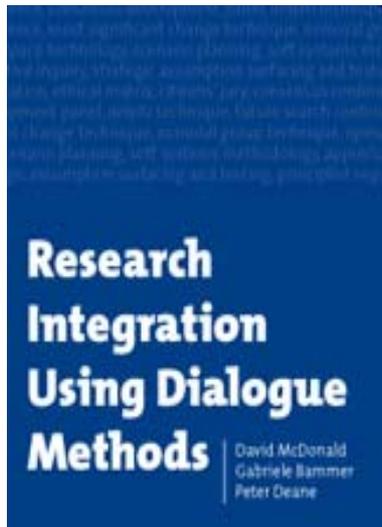
Research Integration Using Dialogue Methods by McDonald, Bammer & Deane 2009
Available free on-line at
http://epress.anu.edu.au/dialogue_methods_citation.html

Compilation of modelling methods

Badham, J. (2010)
A compendium of modelling techniques.
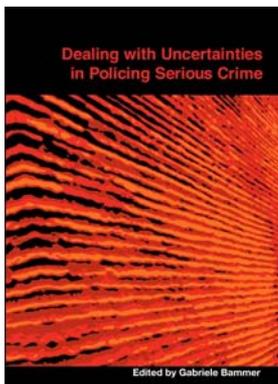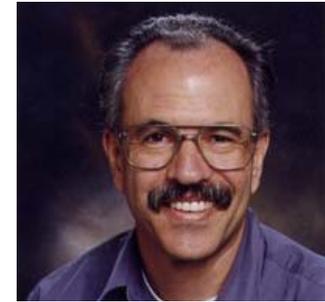Integration Insights #12, May.

Available at
http://i2s.anu.edu.au.

Jen Badham

Insights into unknowns…

Bammer, G. and M. Smithson (eds)
2008 *Uncertainty and Risk:
Multidisciplinary Perspectives*,
London: Earthscan, 382pp.
Paperback released in July 2009.

Bammer, G. (ed) 2010 *Dealing with
uncertainties in policing serious crime,*
ANU E-Press;
http://epress.anu.edu.au/dealing_citation.html

Insights into knowledge brokering…

Bammer, G., with Michaux, A, and A. Sanson (eds) 2010 *Bridging the 'know-do' gap: Knowledge brokering to improve child wellbeing.* **ANU E-Press;**
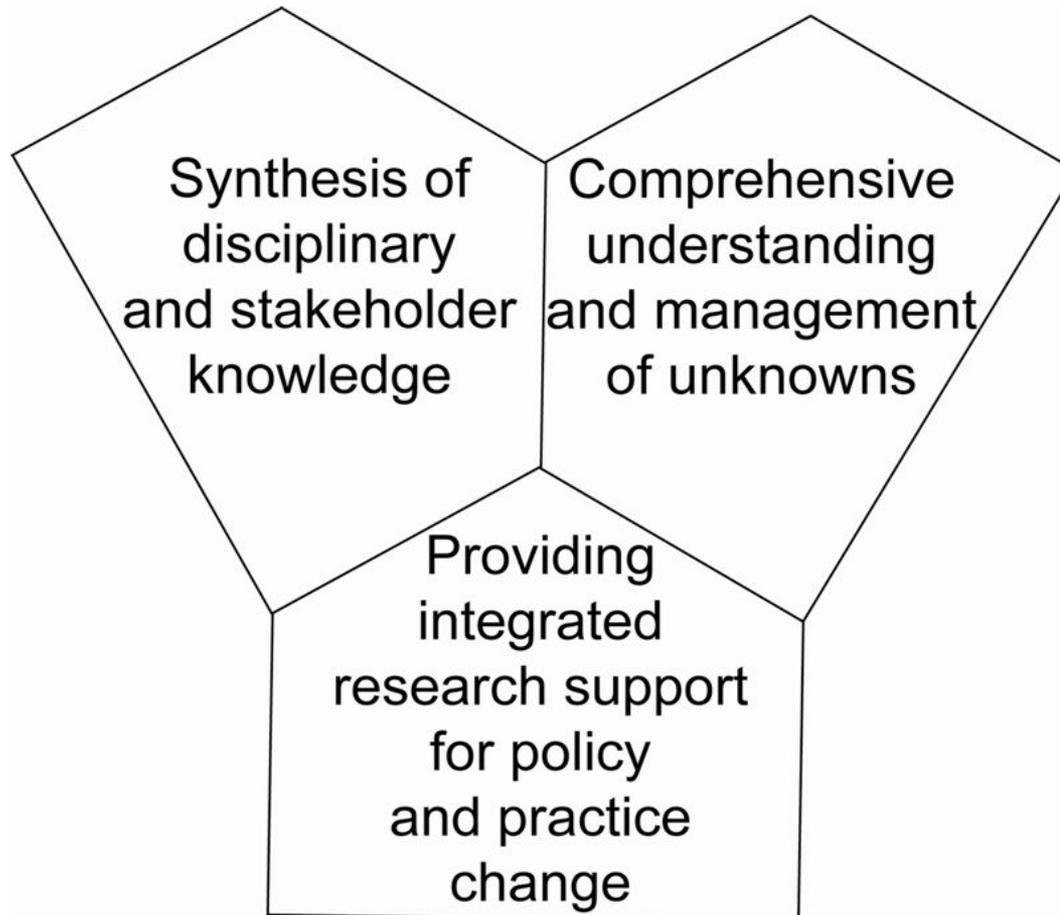**http://epress.anu.edu.au/knowledge_citation.html**
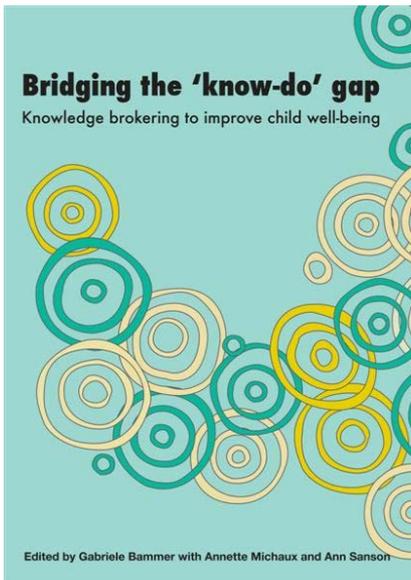
Brief recap

1. Introduced three domains
2. Presented key elements

   - concepts

   - methods

   All under-developed and need more work on compiling options to be practically useful

Let me return briefly to the three orphans, but to change metaphors…

I2S as a storehouse

Synthesis of disciplinary and stakeholder knowledge

Comprehensive understanding and management of unknowns

Providing integrated research support for policy and practice change

Why does each room have 5-sides?

5 Question Framework – to help systematically work through the elements and other key issues

Q1.What is the research aiming to achieve and who is intended to benefit in terms of knowledge synthesis, comprehensive consideration of unknowns and provision of integrated research support for policy and practice change?

i.e. for what and for whom?

5 Question Framework… 2

Q2. What is being dealt with in terms of knowledge synthesis, unknowns and provision of integrated research support for policy and practice change?

i.e. of what?

- Systems thinking
- Scoping and boundary setting
- Problem framing
- Values
- Harnessing and managing differences

5 Question Framework… 3

Q3. How are the knowledge synthesis, comprehensive consideration of unknowns and provision of integrated research support being undertaken, by whom and when?

i.e. how, by whom and when?

Methods for…

Knowledge synthesis eg dialogue, modelling

Unknowns eg reduction, acceptance, banishment

Policy and practice support eg communication, engagement

5 Question Framework… 4

Q4 What is the context for the research in terms of knowledge synthesis, comprehensive consideration of unknowns and provision of integrated research support for policy and practice change?
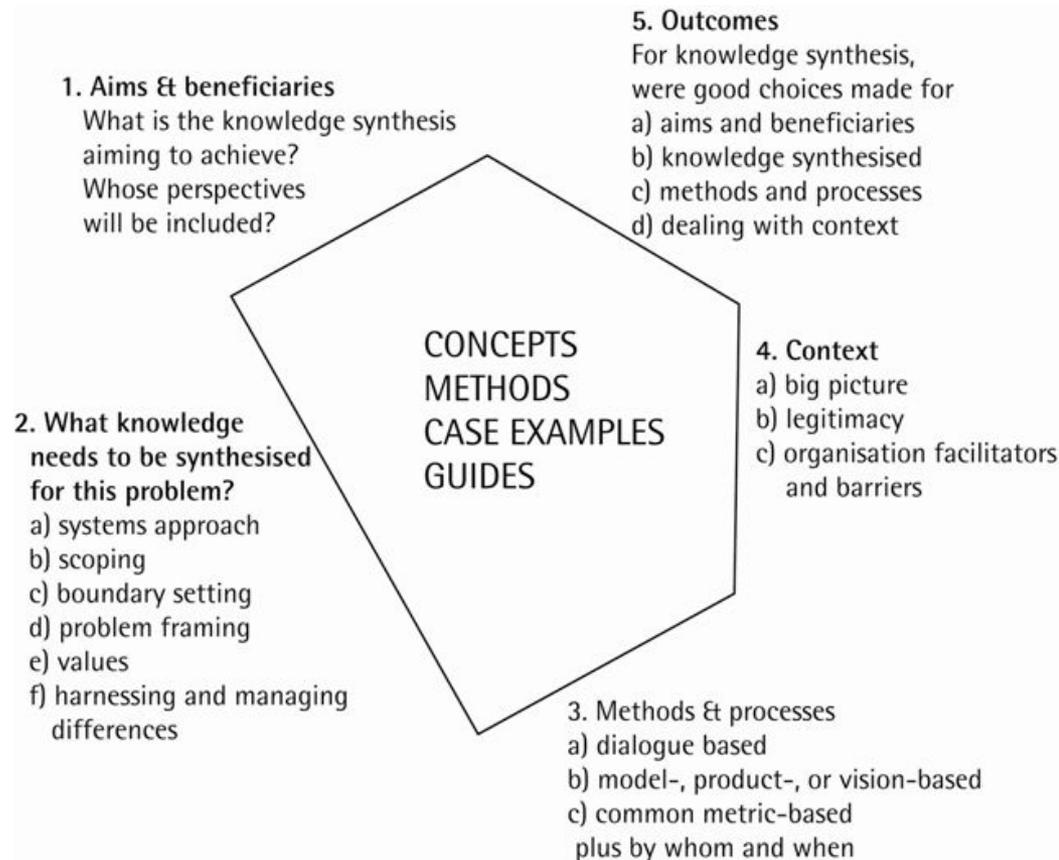
i.e. context?

- Big picture context
- Legitimacy
- Organisational barriers and enablers

5 Question Framework… 5

Q5 What is the outcome of the research in terms of knowledge synthesis, comprehensive consideration of unknowns and provision of integrated research support for policy and practice change?

i.e. outcomes?

Knowledge synthesis domain…

5. Outcomes
For knowledge synthesis,
were good choices made for
a) aims and beneficiaries
b) knowledge synthesised
c) methods and processes
d) dealing with context

1. Aims & beneficiaries
What is the knowledge synthesis
aiming to achieve?
Whose perspectives
will be included?

CONCEPTS
METHODS
CASE EXAMPLES
GUIDES

4. Context
a) big picture
b) legitimacy
c) organisation facilitators
   and barriers

2. What knowledge
needs to be synthesised
for this problem?
a) systems approach
b) scoping
c) boundary setting
d) problem framing
e) values
f) harnessing and managing
   differences

3. Methods & processes
a) dialogue based
b) model-, product-, or vision-based
c) common metric-based
plus by whom and when

Conclusions

Met aims?

- Structures to think about improving mental well-being as a complex real-world problem

- Intersections with your own thinking

- Some new concepts and methods

- Highlight importance of options

- Ways forward – this area is wide open for good research

For more see http://i2s.anu.edu.au

Underpinning idea is…

We would make more progress in improving mental well-being, if more effort went into

bringing together knowledge from relevant   disciplines, practitioners, those affected etc

grappling with remaining unknowns

making sure policy and practice are informed by what we know as well as what we don't know

Provided some elements and a framework

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