

Creating engagement in meetings

Listen to the lectures by [Peter Beresford](#) and [Nick Andrews](#) for general thoughts about engaging with people. (Those video recordings, and all those listed here, plus others relevant to implementation, are listed at arc-oe.nihr.ac.uk/lectures.)

General techniques

A wide range of useful information, checklists and approaches has been collected by Health Improvement Scotland. You can find them at www.hisengage.scot/equipping-professionals/participation-toolkit/.

Arts-based techniques

If you're interested in promoting more arts-based engagement and knowledge mobilisation listen to [Kate Beckett's video on her work using Forum Theatre](#), and you might also read her team's paper on the project. We've added the reference and abstract as an appendix below.

You might also look at a report by the THIS Institute www.thisinstitute.cam.ac.uk/research-articles/arts-based-engagement/. The report gives lots of ideas about arts-based approaches and helps with selecting the right approach, judging what affects success, and thinking through how to evaluate your project.

Creative design-based techniques

More creative ideas can be found in [Joe Langley's seminar](#) and at lab4living.org.uk/projects/. Joe's inspirational use of games and free-thinking exercises injects energy, innovative thinking and enthusiasm into everything.

Games and activities-based techniques

And finally, a great website to visit is <https://www.sessionlab.com/library>. SessionLab has a comprehensive library of games and activities that facilitators or workshop convenors will find useful to browse. Areas covered include team building, energising, ice breakers, idea generation, and leadership

APPENDIX

Beckett, K., Deave, T., McBride, T., le May, A., Gabbay, J., Kapoulas, U., ... Kendrick, D. (in press). 'Using Forum Theatre to mobilise knowledge and improve NHS care: The Enhancing Post-injury Psychological Intervention and Care (EPPIC) study', *Evidence and Policy*.

Abstract

Background

Evidence regarding the impact of psychological problems on recovery from injury has limited influence on practice. Mindlines show effective practice requires diverse knowledge which is generally socially transmitted.

Aims and objectives

Develop and test a method blending patient, practitioner, and research evidence and using forum theatre to enable key stakeholders to interact with it.

Assess: these methods; impact on contributing individuals/groups; on behaviour, practice, and research; mechanisms enabling these changes to occur.

Methods

Stage-1: captured patient (n=53), practitioner (n=62), and research/expert (n=3) evidence using interviews, focus-groups, literature review; combined these strands using framework analysis and conveyed them in a play. Stage-2: patients (n=32), carers (n=3), practitioners (n=31) and researchers (n=16) attended Forum Theatre workshops where they shared experiences, watched the play, re-enacted elements, and co-produced service improvements. Stage-3: used the Social Impact Framework to analyse study outcome data and establish what changed, how and why.

Findings

This approach enhanced individuals'/group knowledge of post-injury psychopathology, confidence in their knowledge, mutual understanding, creativity, attitudes towards knowledge mobilisation and research. These cognitive, attitudinal, and relational impacts led to multilevel changes in behaviour, practice, and research. Four key mechanisms enabled this research to occur and create impact: diverse knowledge, drama/storytelling, social interaction, actively altering outcomes.

Discussion

Discourse about poor uptake of scientific evidence focusses on methods to aid translation and implementation, this study shows how mindlines can reframe this 'problem' and inform impactful research.

Conclusions

EPPIC demonstrated how productive interaction between diverse stakeholders using creative means bridges gaps between evidence, knowledge, and action.