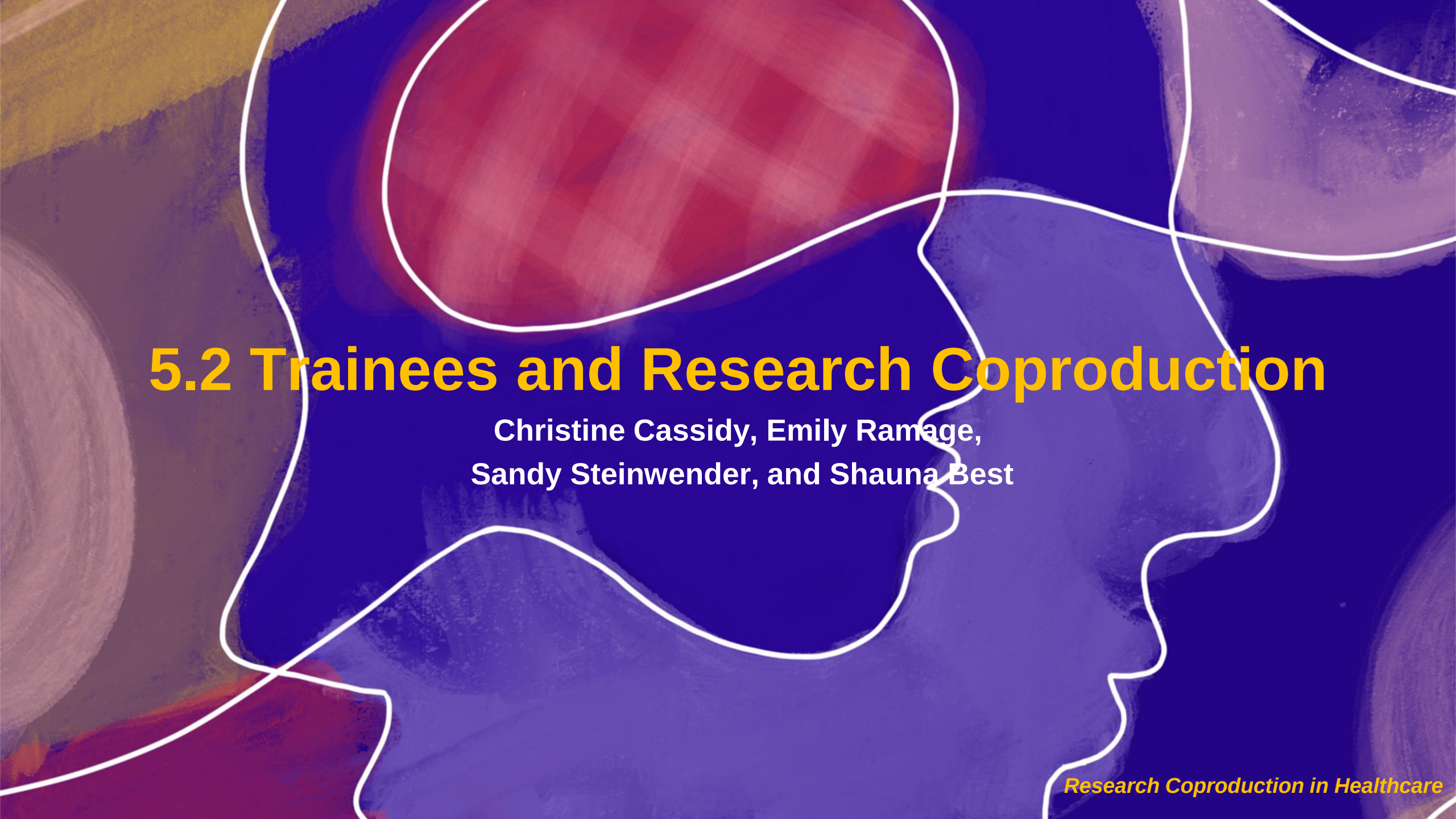




5.2 Trainees and Research Coproduction

Christine Cassidy, Emily Ramage,
Sandy Steinwender, and Shauna Best

Overview

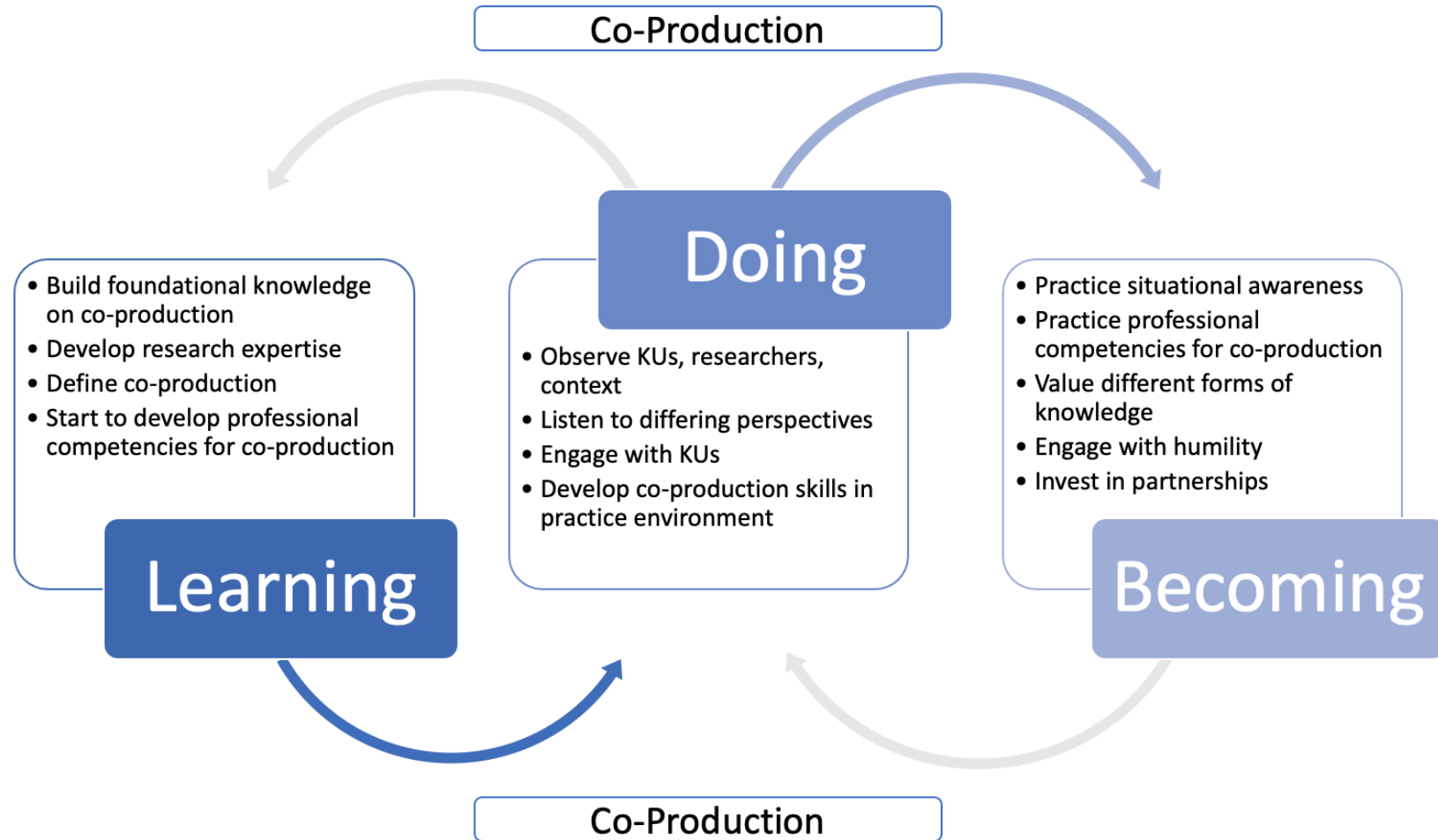
- Research coproduction requires researchers to have adequate skills and expertise to work in collaboration with knowledge users.
- Most research trainees do not receive formal training in research coproduction.
- To address this gap, this chapter provides graduate students and postdoctoral fellows with a roadmap for how to engage in research coproduction during their academic training.

Key Learnings

- Research coproduction offers several benefits to trainees, knowledge users, and supervisors, including valuable experiential learning opportunities and more relevant and useful research findings.
- Despite these benefits, there are often challenges in research coproduction related to partnership structure and function, level of engagement, and resources.
- Facilitators to trainee research coproduction include being flexible and adaptable to knowledge user needs and context, building trusting relationships, and leveraging existing research partnerships.

Research Coproduction Skill Development

- Developing research coproduction skills is not a simple, linear process; research coproduction is an iterative, continuous learning cycle where trainees move through different stages of expertise to become true partners in research coproduction.



Future Research

- Research is needed to understand the most effective way to prepare trainee researchers for coproduction and the effect coproduction training has on trainee's professional development, KU outcomes, research impact, and health system outcomes.
- To address these questions and contribute to the growing literature on the science of research coproduction, we encourage trainees to monitor and evaluate their coproduction approach, including strategies, activities, level of engagement, and knowledge user involvement on thesis committees