



Navigating resources to support the implementation of place-based approaches: Insights from a review

For those working in place-based approaches, navigating the world of resources (e.g. publications, websites, courses) can be especially challenging due to the abundance of available resources. This Snapshot is a good starting point, as we share our key insights from a [review](#) of resources that support the implementation of place-based approaches.

Why does it matter?

Where people live can greatly influence the opportunities they have in life. Recently, there has been growing interest in implementing place-based approaches to improve people's health. Place-based approaches are collaborative efforts focusing on a specific geographic area, usually to address complex problems like disadvantage.^[1]

Practitioners, policymakers and others rely on various resources, including reports, courses, and websites, to help them implement these approaches. To avoid duplication of effort and

guide future research, policy, and practice, we conducted the first comprehensive review of resources that support place-based approaches.^[2]

You could use the insights we've gathered to:

- choose the best resource for your work,
- improve existing resources, or
- create new resources to support place-based approaches.

Want to learn more about Pathways in Place?

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What did we do?

We searched the Internet for free resources to support the implementation of place-based approaches, including websites, courses, and publications. To find relevant resources, we used two search engines: Google and DuckDuckGo and applied search terms such as 'place-based', 'area-based', and 'community-led'.

A team of six researchers and community practitioners reviewed some of the identified resources using the *Resources' Attributes for evidence-informed Practice Tool*. For more information on the search strategy we used and how you can get the best results from Internet searching, read [our snapshot](#).^[3]

What were our findings?

In total, we found 41 resources, comprising 26 publications, 13 websites, and two online courses. A table with all resources including key information such as author, date, title and how to access them, is available [here](#) (under Supporting information). The central topic of the resources can be seen in Figure 1 (below).

Even though the resources had one topic that was more central than others, most resources focused on more than one topic. The resources were mainly from high-income countries, such as Australia, the United States of America and the United Kingdom.

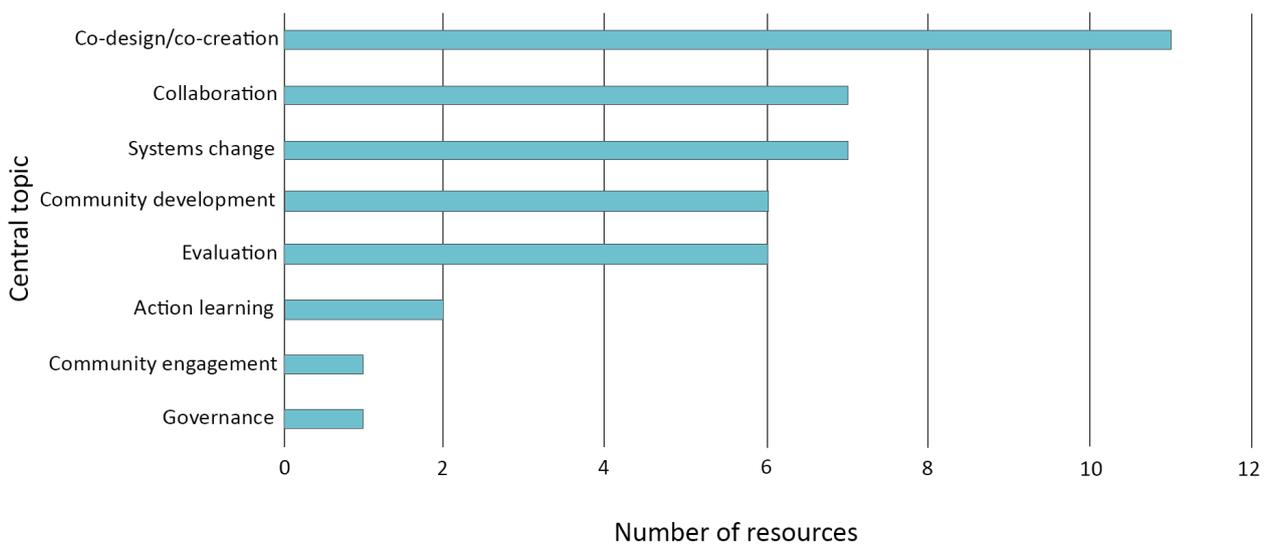
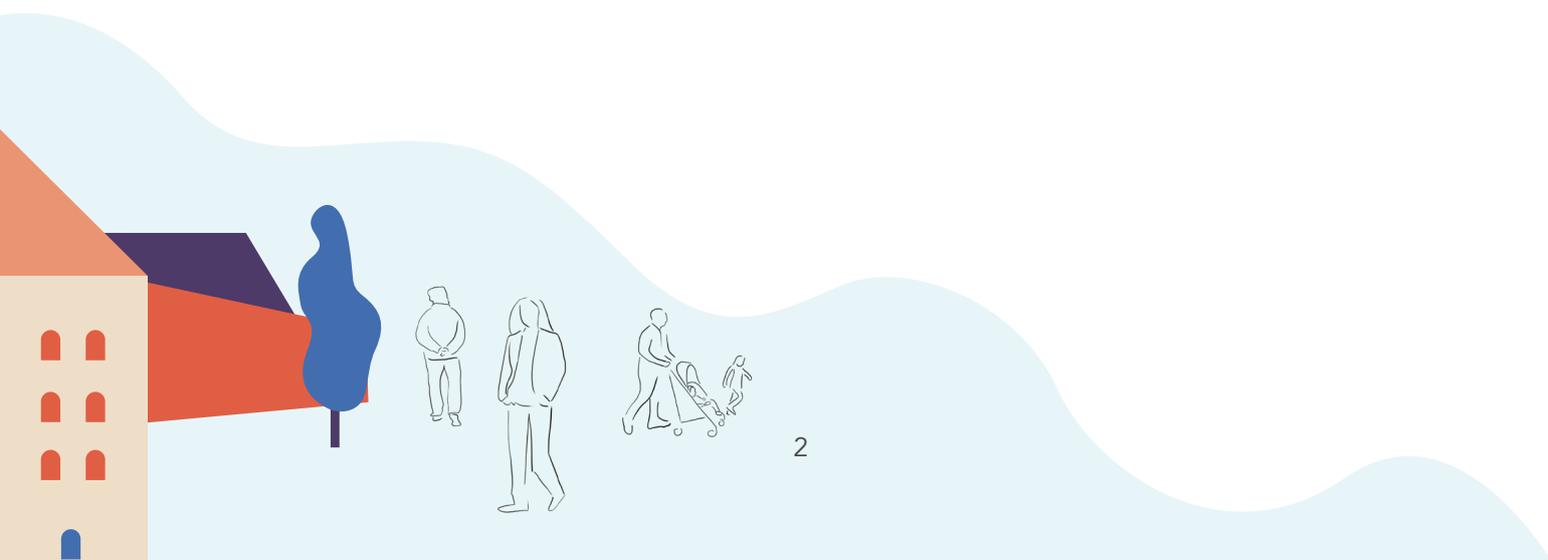


Figure 1. Classification of resources based on central topic



We conducted an in-depth review of 26 publications and found that nearly all publications included all key information (see Table 1) and mostly drew on grey literature (e.g., reports, policy papers, government documents), professional experience and evaluations and less on academic research (i.e., peer reviewed publications) and data.

Table 1. Key information stated in the publications

	The publication clearly stated...	Percentage of publications
	Aim/purpose	88%
	Author	73%
	Date	85%
	Funding/ commissioning body	77%
	Publisher	85%
	Target audience	69%

Reviewers recommended nearly all of publications for future use, primarily because they:

- were user-friendly,
- contained practical implementation strategies, and
- had 'step by step' guidance.

Reviewers were less likely to recommend the publications if they:

- contained broken links,
- were excessively wordy, and/or
- were very narrow, that is, limited to a very specific context.

What do we suggest?

To improve existing resources and/or create new ones, we suggest future resources:

- are focused on underrepresented topics such as governance and evidence-informed practice (particularly planning, implementation and dissemination of findings),
- include all relevant information (listed in Table 1),
- include implementation strategies supported by practical examples,
- are user friendly (e.g., use hyperlinks, avoid or use minimal abbreviations)
- clearly state their target audience and tailor communication to this audience,
- draw on evidence from a range of sources, including academic research and data, and
- have content that is adaptable to different contexts (e.g., different settings and/or target populations).

For more detail about this review, you can read our peer-reviewed publication [here](#).^[2]

Related resources:

Peer reviewed publication:

[Scoping review of resources to support the implementation of place-based approaches](#)

Snapshots:

[How can I get the best result from my Internet search?: Methods Snapshot](#)

[Review of the evidence about place based approaches: Findings Snapshot](#)



References

- [1] Van Dyke, N. and Craike, M. (2021) *Review of the evidence about place-based approaches: Findings Snapshot*. Pathways in Place: Co-Creating community Capabilities. Victoria University, Victoria. <https://doi.org/10.26196/8w1x-pw77>
- [2] Klepac, B., Branch, S., McVey, L., Mowle, A., Riley, T., Craike, M. (2023) *Scoping review of resources to support the implementation of place-based approaches*. Health Promotion Journal of Australia. <https://onlinelibrary.wiley.com/doi/10.1002/hpja.809>
- [3] Klepac, B., Mowle, A., Klamert, L., Riley, T., Craike, M. (2022) *How can I get the best result from my Internet search? Methods Snapshot*. Pathways in Place: Co-creating Community Capabilities. Victoria University, Victoria. <https://doi.org/10.26196/zx9g-vt30>

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About Pathways in Place

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The Program teams are each leading one of two complementary streams:

1. Early learning and development pathways (children and youth 0-15 y.o.), led by Griffith University in Logan (Queensland, Australia).
2. Pathways through education to employment (youth 15-24 y.o.), led by Victoria University in Brimbank (Victoria, Australia).



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