Putting Research into Practice:

how do we ensure that technology really benefits older people?

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The Push-Pull Model of Knowledge Transfer

Knowledge banks

- Experts
- Journals
- Libraries

Policy

Toolkits

Guidelines

- This has been, and mainly still is, the dominant approach.

- Many of the systems people work in reinforce it e.g. RAE in universities, and research funders’ priorities
My work as a knowledge broker

Knowledge exchange
Getting results into practice

• Research more likely to be adapted than simply adopted

• Mix and match methods and messages
• To suit individuals and contexts
• Social and interactive approaches seem best - relationships are important

• But draw on the evidence of best practice
How do policy makers and practitioners access research results?

Based on the research in this area:

- Various active and passive strategies
- Rare to access journals, but other written materials are used
- Competing with other information (such as policy ideas, lobbying, public consultations, committee reports etc.)
- Importance of individuals within organisations
- Internet used, but fears of overload and quality
- Conferences, seminars etc. OK when there, but time to attend is limited
- Knowledge brokers are sometimes used - individuals or organisations
- Training and education are used
- Above all - personal contacts; social learning
What do policy makers and practitioners look for in research results?

Based on the research in this area:

• Findings fitting existing views tend to be taken more notice of
• Clear messages are helpful; the style of presentation of reports is important
• The simpler the change and easier to adopt, the more likely it is to be made
• Timeliness
• Quality of the research - but various criteria used including relevance, credibility of source
• Personalities - of researchers; own research experience
• Own commissioned research may be taken more notice of; but independent research can be seen as more objective
Modeling the research use processes

Based on the research in this area:

- Various factors thought to influence research use have been examined
- But it is not clear what weight to place on each factor
- Some development of integrated models (e.g. Oh 1997)
- Context is important
- Messy processes at play; haphazard & contingent
- No simple relationship between barriers and strategies to increase research use
- Some see it is a dynamic process that can’t be reduced to single prescriptions (Weiss 1998)
- Models can be useful heuristic devices, but attention to the context is vital
A guiding overview

Adapted from Nutley *et al*:

- Analyse the context - e.g. tailored dissemination is best
- You must translate the findings to suit the target audience
- Developing ownership is key
- Social and interactive approaches are best
- The right enthusiasts/champions can be a huge help
- Ensure credibility for the audience
- Give leadership
- Give adequate support
- Develop integration e.g. with systems and people
- Reminders and incentives offer some promise of success
- Multifaceted intervention is probably needed over time, especially for more radical and complex change
Understand what you mean by use of research

- Instrumental use - research leads policy/practice
- Conceptual - influencing the broader thinking
- Mobilisation of support - research used for persuasion
- Wider development of knowledge
- Tactical use - commission research to assuage public concern
Social marketing

• Using marketing principles to get across social messages and desired behaviour changes - to achieve a social good

• Generally more difficult goals than commercial marketing

• www.nsms.org.uk
Social marketing principles

- **Audience segmentation** clarity of audience focus to more effectively target work
- **Consumer orientation** with importance attached to understanding where the customer is starting from, their knowledge, attitudes and beliefs, along with the social context in which they live and work.
- **Behaviour and behavioural goals** understanding existing behaviour and key influences on it, alongside developing clear behavioural goals, which can be divided into actionable and measurable steps or stages, phased over time.
- '**Intervention mix**' and 'marketing mix' a range of interventions to achieve a particular behavioural goal.
- ‘**Exchange**’ Use understanding what is being expected of ‘the customer’, the ‘real cost to them’.
- ‘**Competition**’ Use understanding factors that impact on the customer and that compete for their attention and time.
## Market segmentation example

<table>
<thead>
<tr>
<th>Level of knowledge</th>
<th>Desired behaviour</th>
<th>Messages</th>
<th>Medium</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expert</td>
<td>Front line practitioners</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intermediate</td>
<td>Policy makers; service managers; commissioners</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lay</td>
<td>The public; other related professionals</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Identity & Power

- You are generally trying to get people to change what they have always done
- Professional identities are strong
- Is it simple knowledge transfer - or is the knowledge also transformed in the process?
- Who has the power to make change?
- Blame cultures inhibiting questioning of practice, change and experimentation?
The (leaky) pipeline model of practitioner use of research

- *Aware* of research findings
- *Accept* the findings
- See them as *applicable*
- See them as *doable* locally
- *Acting* on the results
- *Adhering* to the research

- Glasziou & Haynes (2005)
Social Movements

• Based on a sense of injustice
• Motivated to improve things
• e.g. civil rights movement in the US

• Early Intervention in Psychosis in CSIP

• Can a social movement be developed for using research findings to help older people?
Thank you

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