



Putting Research into Practice:

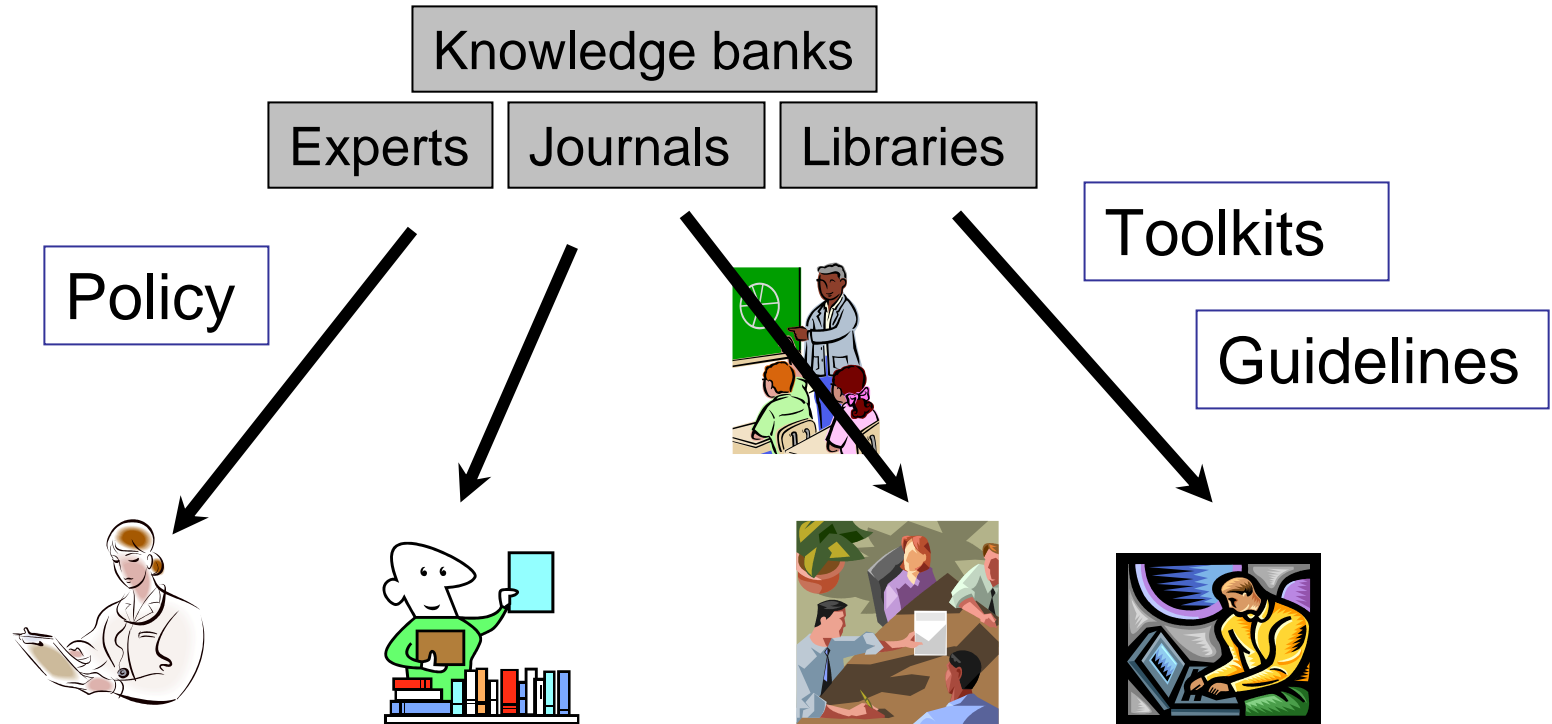
how do we ensure that technology
really benefits older people?



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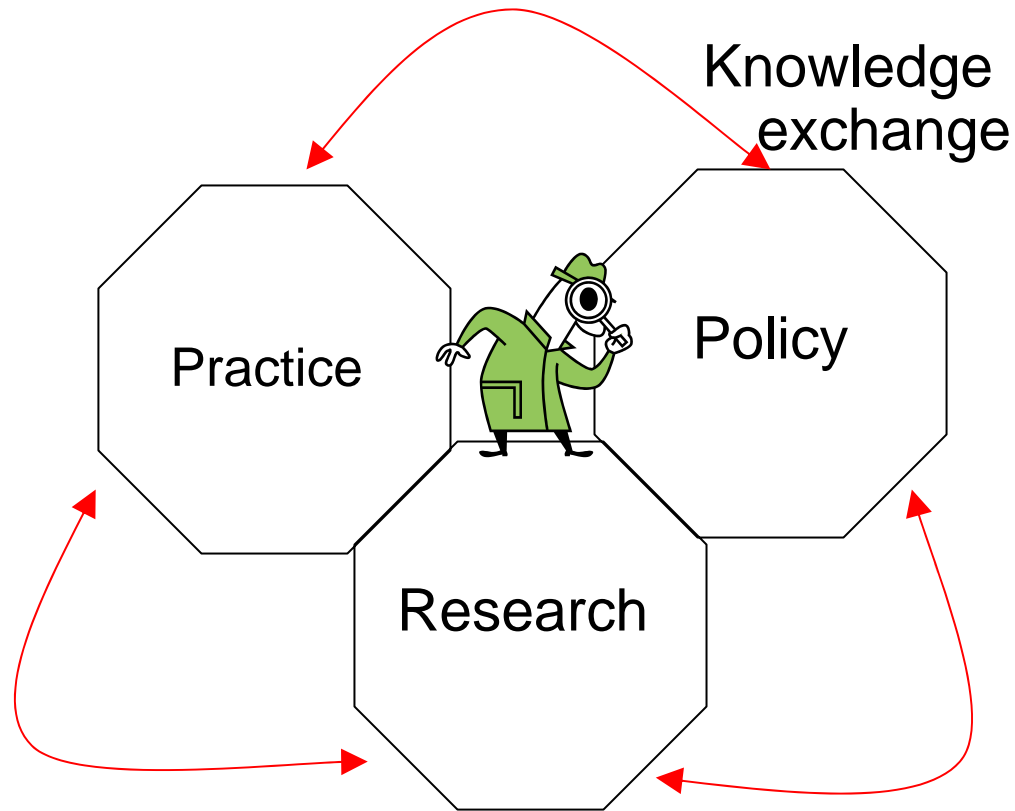
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The Push-Pull Model of Knowledge Transfer



- 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

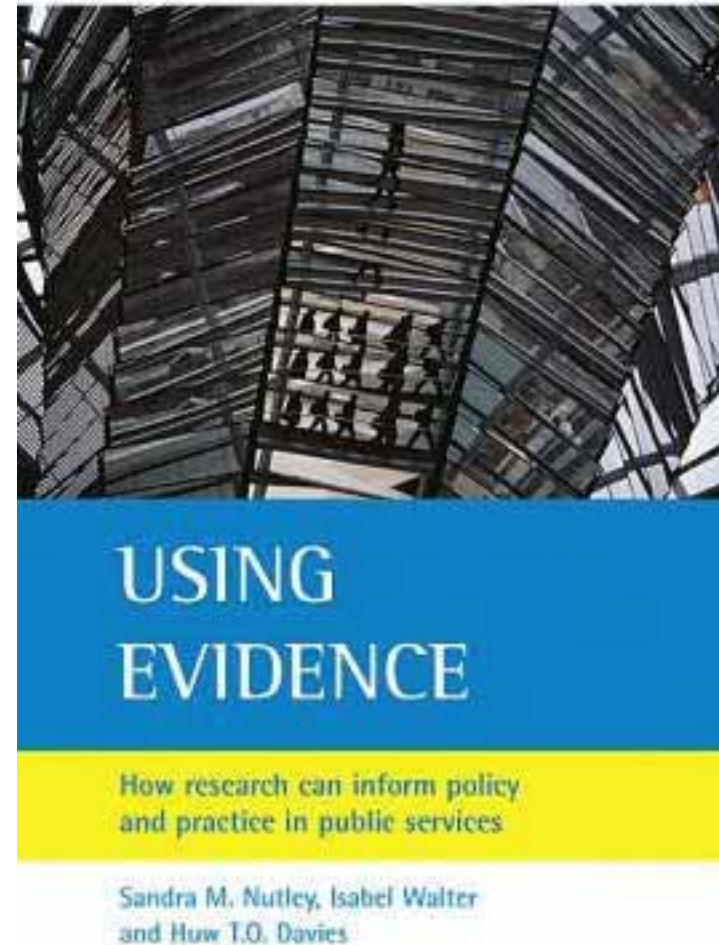
My work as a knowledge broker



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

Sandra M. Nutley, Isabel Walter, Huw T.O. Davies (2007)
**Using Evidence: How research can inform policy
and practice in public services**
(Policy Press)



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

Level of knowledge		Desired behaviour	Messages	Medium
Expert	Front line practitioners			
Intermediate	Policy makers; service managers; commissioners			
Lay	The public; other related professionals			

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
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- 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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