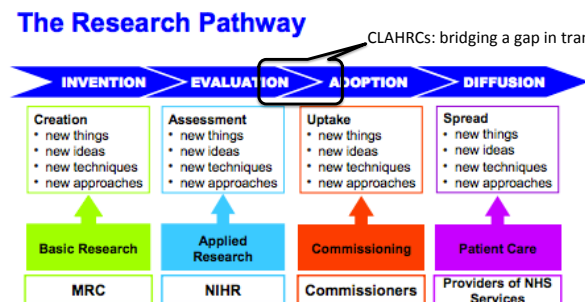


An introduction to CLAHRC (2)

 Professor Ruth Boaden

 Director – NIHR Collaboration for Leadership in Applied Health Research and Care (CLAHRC) Greater Manchester

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The Research Pathway

 CLAHRCs: bridging a gap in translation

INVENTION: Creation (new things, ideas, techniques, approaches) - Basic Research (MRC)

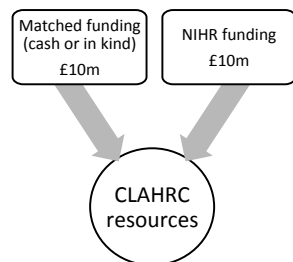
 EVALUATION: Assessment (new things, ideas, techniques, approaches) - Applied Research (NIHR)

 ADOPTION: Uptake (new things, ideas, techniques, approaches) - Commissioning (Commissioners)

 DIFFUSION: Spread (new things, ideas, techniques, approaches) - Patient Care (Providers of NHS Services)

*“NIHR CLAHRCs address the **evaluation** and **identification** of those **new interventions** that are effective and appropriate for everyday use in the NHS and the **process of their implementation** into routine clinical practice”*


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Large scale NIHR investment

“£124 million has been allocated to 13 new collaborations that demonstrated a substantial portfolio of world-class applied health research, particularly in research targeted at chronic disease and public health interventions, and held a track record in translating research findings into improved outcomes for patients”

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2014-2019

13 CLAHRCs: one per AHSN

- NIHR CLAHRC North West London *
- NIHR CLAHRC East of England *
- NIHR CLAHRC East Midlands (was 2)
- NIHR CLAHRC Greater Manchester *
- NIHR CLAHRC North Thames *
- NIHR CLAHRC North West Coast
- NIHR CLAHRC Oxford *
- NIHR CLAHRC South London *
- NIHR CLAHRC South West Peninsula
- NIHR CLAHRC Wessex
- NIHR CLAHRC West
- NIHR CLAHRC West Midlands
- NIHR CLAHRC Yorkshire and Humber (was 2)

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We had a CLAHRC (2008-2013)

Carried out applied health research (in both 'research' and 'implementation' themes)	Achieved impact on patients (through 'implementation' theme)
--	--

But to what extent did we integrate 'researchers' and 'implementers'?

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Principles for new CLAHRC

- Learn from experience
 - Don't have separate 'research' and 'implementation' themes
 - Develop leaders at all levels
- Take a wider view of matched funding
 - A wider range of funders (and more of them)
 - Cash and staff time in kind
- Build in flexibility
 - To respond to new issues as they arise
 - To respond when matched funding changes

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CLAHRC GM resources: 2014-2019

Budget breakdown:
 Staff costs: 75% of total costs
 Non-staff costs: 10% of total costs
 Support costs: 15% of total costs

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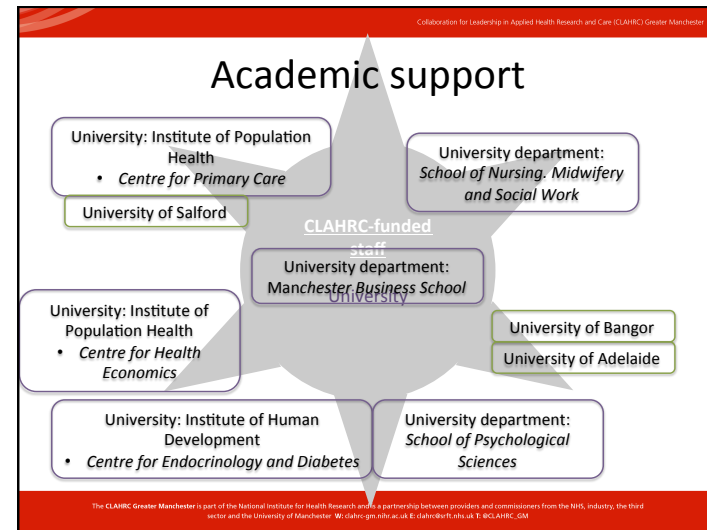
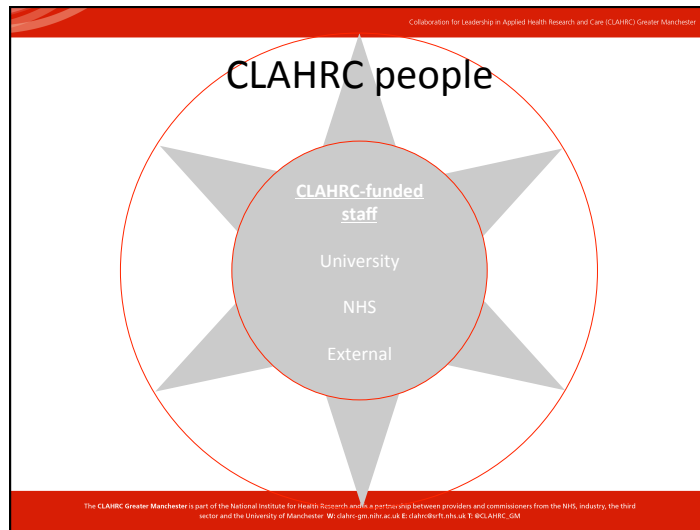
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CLAHRC GM vision and objectives

Create true and enduring partnerships that deliver high quality research, which improves health care and has impact in Greater Manchester and beyond

- Innovating through research
- Getting evidence into practice
- Showing the difference it makes
- Developing people and organisations

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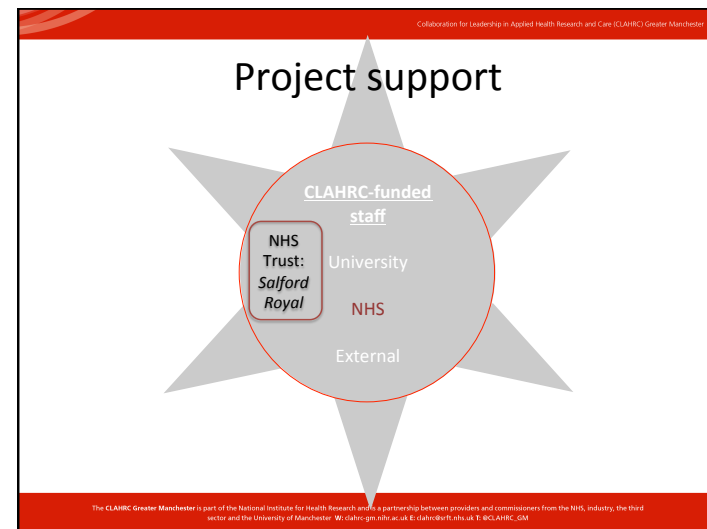
Senior Leadership Team

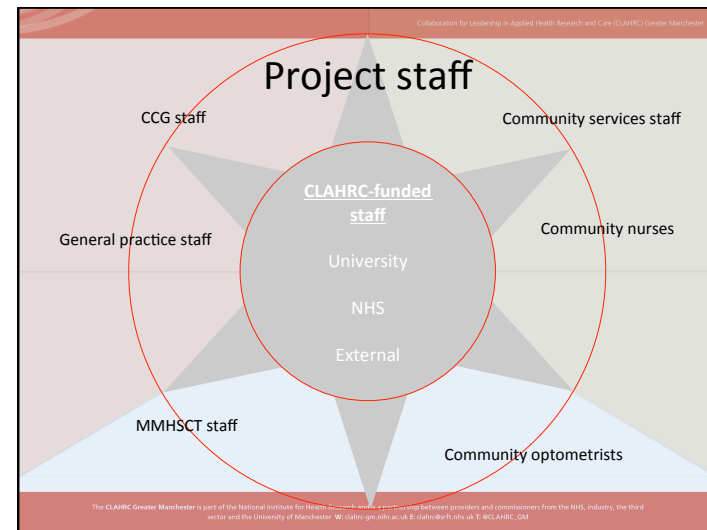
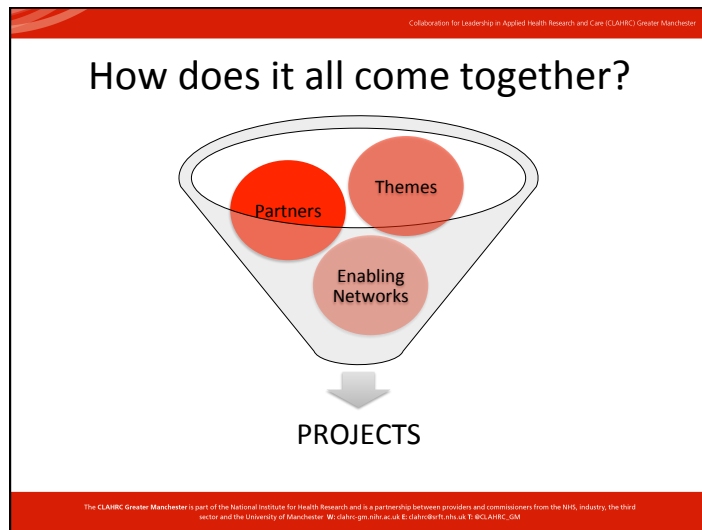
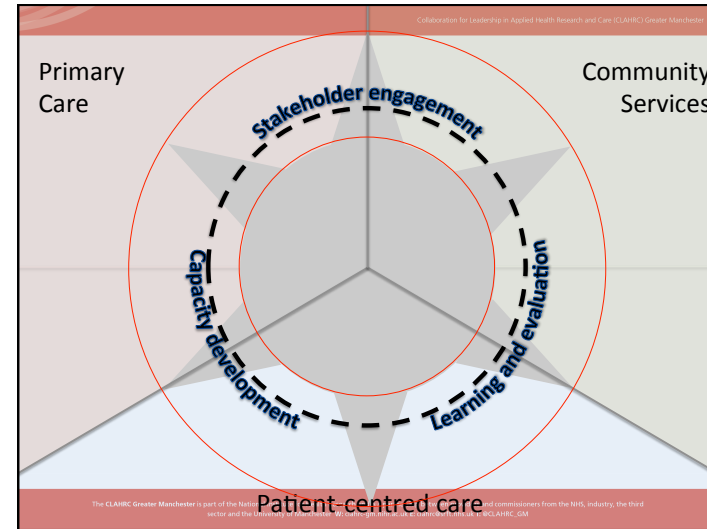
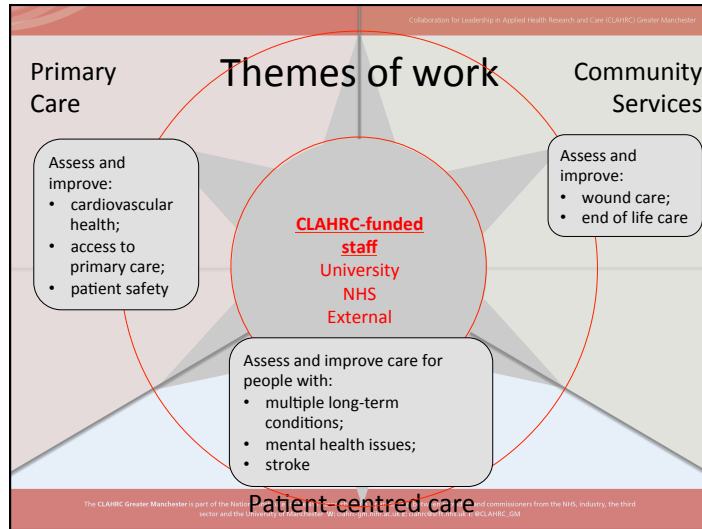
Director	<i>Prof. Ruth Boaden (MBS)</i>
Deputy Director	<i>Prof. Karen Luker (SNMSW)</i>
Chair of Board	Sir David Dalton

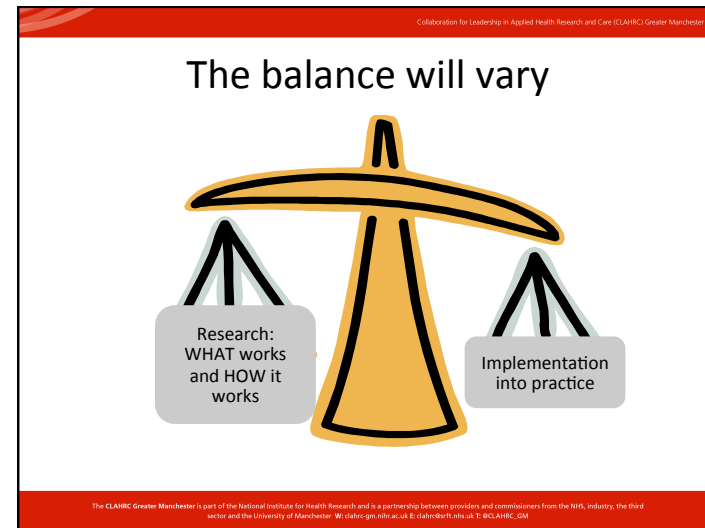
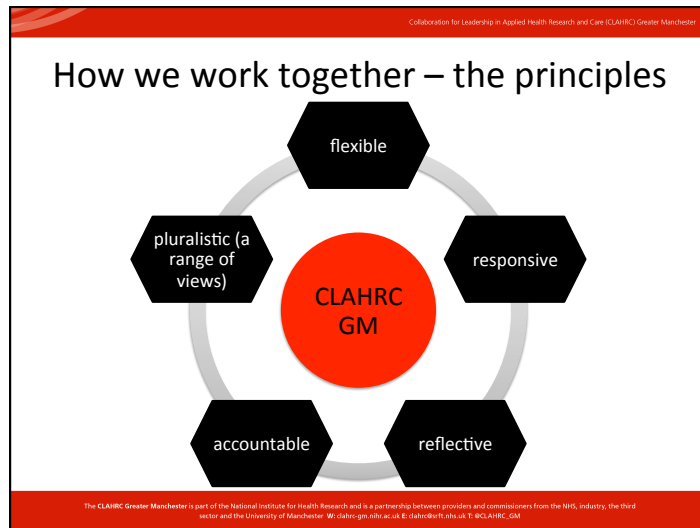
Theme	Co-ordinators
Patient-centred care	<i>Prof. Karina Lovell (SNMSW) & Dr Audrey Bowen (School of Psychological Sciences)</i>
Primary Care	<i>Dr Kath Checkland (Centre for Primary Care)</i>
Community Services	<i>Prof. Nicky Cullum (SNMSW)</i>

Operations and Projects Manager: Sue Wood
Engagement and Networks Manager: Joanne Thomas
Corporate Services Manager: Cathie Stokes

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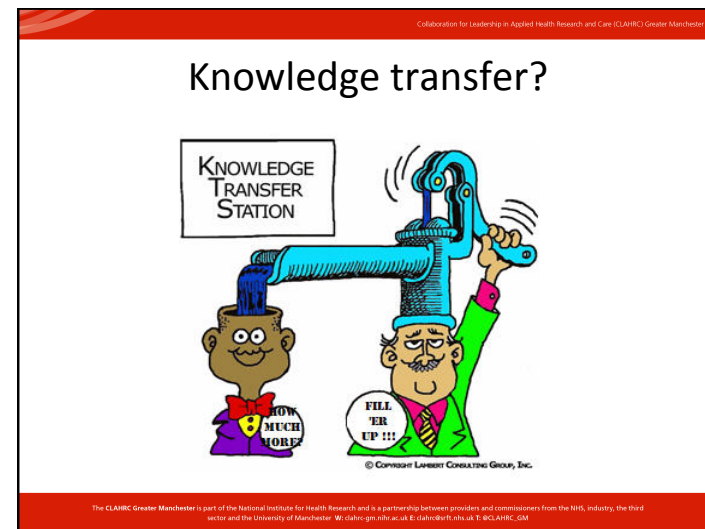


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A small (theoretical-ish) diversion

With thanks to Roman Kislov,
Research Fellow, Manchester
Business School

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Knowledge mobilisation

- ... is an emerging field of inquiry that seeks to strengthen connections between research, policy and practice across sectors, disciplines and countries, attempting to harness the benefits of research for organisational and societal improvement (Cooper and Levin 2010)
- ... 'refers to moving available knowledge (often from formal research) into active use' (Wikipedia)

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Knowledge

- Knowledge has tacit and explicit components:
'We can know more than we can tell'
(Polanyi 1958)
- *Explicit knowledge* – codifiable, 'know-that' knowledge
- *Tacit knowledge* – implicit, 'know-how' knowledge, embedded in practical skills and expertise

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Hierarchy of evidence

'What works?'

'Drug A is more effective than Drug B/ placebo in the treatment of disease X.'

The "biomedical" approach to evidence

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Evidence-based medicine: challenges

- Robust evidence is not sufficient to facilitate diffusion
- The interpretation of scientific evidence is socially constructed
- Hierarchies of evidence may be perceived differentially by different individuals and occupational groups
- Tacit/experiential knowledge is perceived as a persuasive form of evidence, which exists in a reciprocal relationship with scientific evidence
- Evidence is debated and weighed alongside other factors

(Dopson et al. 2002; Ferlie et al. 2000; Fitzgerald et al. 1999; 2002; 2003)

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Evidence-based implementation

- ‘Evidence-based medicine should be complemented by evidence-based implementation’ (Grol 1997)

‘We know that drug A is effective in the treatment of X but how do we make clinicians use drug A instead of the traditional but less effective drug B?’

- Developing and using a robust evidence base to support the choice of implementation strategies and interventions aiming to increase the uptake of research in clinical practice

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Mechanisms for change

A single intervention may draw on one or more mechanism, of which five emerge as prevalent and important:

- **Dissemination** – tailored formats, active
- **Social influence** – experts and peers
- **Interaction** – stronger links between research & practice communities
- **Facilitation** – enabling through technical, financial, organisational, personal support/development
- **Incentives** (rewards) & reinforcement

Adapted from: Walter I, Nutley SM & Davies HTO (2003) Developing a Taxonomy of Interventions used to Increase the Impact of Research. Discussion Paper 3, Research Unit for Research Utilisation, University of St Andrews.

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Evidence of effectiveness for interventions to promote behavioural change among health professionals

Consistently effective	Variable effectiveness	Little or no effect
Educational outreach visits (for prescribing in North America)	Audit and feedback (or any summary of clinical performance)	Educational materials (distribution of recommendations for clinical care)
Reminders (manual or computerised)	The use of local opinion leaders (practitioners identified by their colleagues as influential)	Didactic educational meetings (such as lectures)
Multifaceted interventions (a combination that includes two or more of the following: audit and feedback, reminders, local consensus processes, or marketing)	Local consensus processes (inclusion of participating practitioners in discussions to ensure that they agree that the chosen clinical problem is important and the approach to managing the problem is appropriate)	
Interactive educational meetings (participation of healthcare providers in workshops that include discussion or practice)	Patient mediated interventions (any intervention aimed at changing the performance of healthcare providers for which specific information was sought from or given to patients)	(Bero <i>et al.</i> 1998)

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‘What works for whom, how and in what circumstances?’

For example:

- Audit and feedback ‘can be effective in improving professional practice’ (Jamtvedt *et al.* 2006)

BUT

- What exactly does it include?
- How to conduct audit and feedback most effectively?
- In what contexts does it work and why?
- In what contexts does it not work and why?
- How should audit and feedback be facilitated?

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Types of evidence to inform knowledge mobilisation

The "social science" approach to evidence

Type of evidence	Description
Theoretical	Ideas, concepts, and models used to describe the intervention, to explain how and why it works, and to connect it to a wider knowledge base and framework
Empirical	Information about the actual use of the intervention, and about its effectiveness and outcomes in use
Experiential	Information about people's experiences of the service or intervention, and the interaction between them

(Glasby et al. 2007)

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Some of our *theoretical* approaches

- Boundaries – sociocultural differences between groups that can lead to discontinuity in action or interaction (Akkerman and Bakker 2011)
- Communities of practice
- The Promoting Action on Research Implementation in Health Services (PARIHS) framework

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The *empirical* 'context'

For CLAHR GM

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Primary Care

- NHS Salford CCG
- NHS Central Manchester CCG
- NHS Eastern Cheshire CCG
- Greater Manchester CCGs Service Transformation Team
- NHS England Greater Manchester Local Area Team (LAT)
- GM Academic Health Sciences Network (AHSN)

Partners

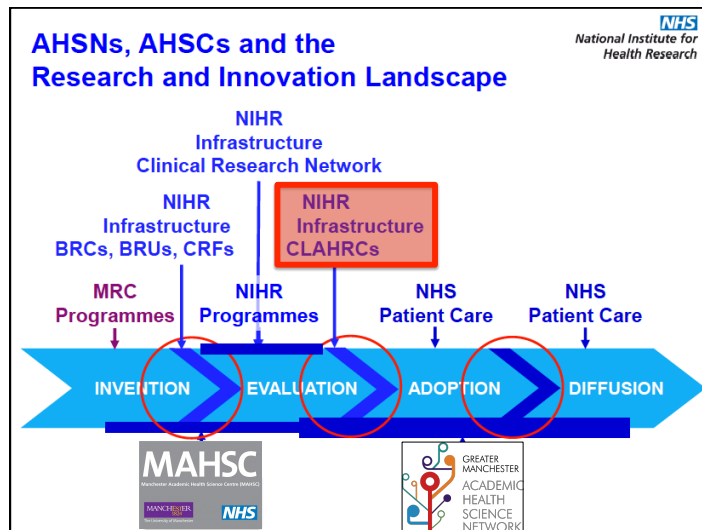
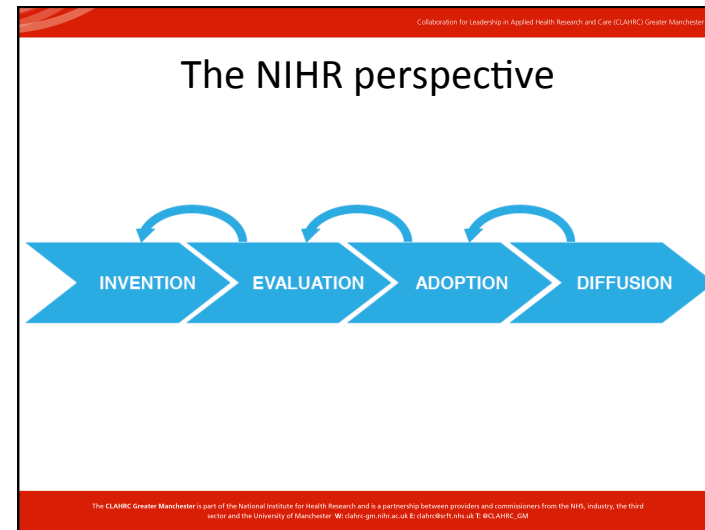
Community Services

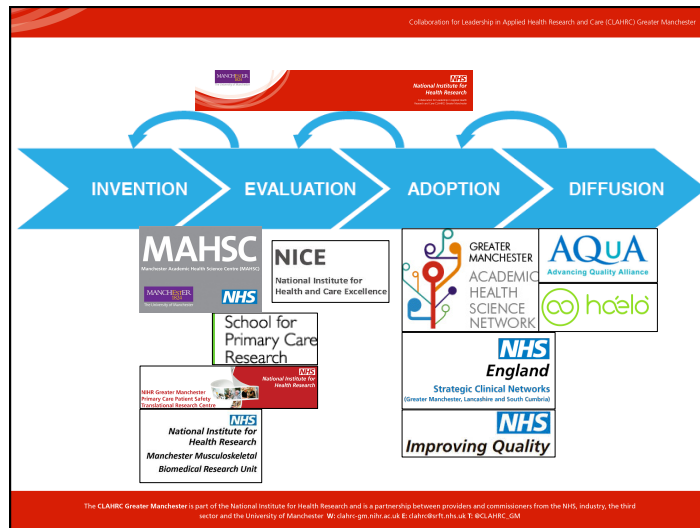
- Marie Curie
- Macmillan
- Central Manchester University Hospitals NHS Foundation Trust (CMFT)
- Salford Royal NHS Foundation Trust (SRFT)
- University Hospital of South Manchester Foundation Trust (UHSM)
- Pennine Care NHS Foundation Trust

- Manchester Mental Health and Social Care NHS Trust (MMHSCT)
- Mental Health Matters and Inclusion Matters (Merseyside)
- South Staffordshire and Shropshire Partnership NHS Trust
- Heidelberg Engineering
- Arthritis UK Epidemiology Unit
- Manchester Academic Health Sciences Centre (MAHSC)
- The North of England Health e-Research Centre (HeRC)
- The Stroke Association

Patient-centred care

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Experiential evidence

"We had a nice neat linear model of research into practice, but if I've learned one thing through CLAHRC ... it's that the process isn't linear at all"

(CLAHRC Director – Clinical Academic)

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Whose experience is this?

What I like about the CLAHRC is that it actually works with frontline general practices to implement evidence-based improvements in care. It pays attention to the local contextual factors, within and outside practices, which need to be addressed for those practices to improve. Research into the implementation process produces new learning that is fed back to improve the next round of improvement initiatives.

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NIHR message to CLAHRCs

Take-Home Message

- ✓ There are currently huge **opportunities** for health research
- ✓ There are also huge **expectations** on delivery - for patients and the economy
- ✓ **CLAHRCs are at the centre** of the opportunity and the expectation

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National Institute for Health Research

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The future?


The huge reward for me has been to see measurable improvements in the quality of patient care. The big challenge going forward is how to scale-up and improve upon this learning to reach general practices beyond the CLAHRC. For me, implementation research is the new frontier in primary care research.

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Did I cover it?

- ... the rationale behind NIHR funding for CLAHRCs
- ... the way CLAHRC is structured
- ... its academic, NHS, third sector and industry partners
- ... how it works.



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