

Sandra Nutley et al. (2007) identified five key mechanisms that underpin research use interventions. The mechanisms complement each other and should be aligned, i.e. any of these strategies will be stronger when executed in a joint approach. Furthermore, "evidence suggests...that the key to getting research used, especially by practitioners, is to identify those barriers and enablers to research use that exist within the local context, and to target these in developing any research use strategy" (p. 151).

Strategy	Definition	Examples	Nutley's Verdict	Tips
<b>Dissemination</b>	Circulating tailored research findings to target audiences	<ul style="list-style-type: none"> <li>• Briefings</li> <li>• Conferences</li> <li>• Dissemination through social media</li> <li>• Guidelines</li> <li>• Presentations</li> <li>• Research summaries</li> <li>• Research newsletters</li> <li>• Seminars</li> <li>• Videos</li> <li>• Webcasts</li> <li>• Workshops</li> </ul>	"The simple distribution of written research findings is perhaps the most straightforward and most common form of dissemination. Evidence from healthcare settings suggests, however, that the provision of written material alone is usually sufficient to change practice...However, there is some evidence that this approach can raise awareness of research findings and begin to change individuals' attitudes as a prelude to future practice change" (p. 133).	<p>Products (such as newsletters, summaries) should be tailored to the respective target audience.</p> <p>When creating research products consider the <b>source, content, medium and user</b> (see <a href="#">NCDDR</a> for more information).</p> <p>"Seminars or workshops that enable some discussion of research findings with their potential users, or which adopt a more collaborative approach, seem to be the most effective method of dissemination for both policy makers and practitioners" (p. 135).</p>
<b>Interaction</b>	Developing stronger links and collaborations between the research, policy and practice communities	<ul style="list-style-type: none"> <li>• Joint production of knowledge between researchers and research users</li> <li>• Networks</li> <li>• Partnerships</li> <li>• Partnerships between policy makers and</li> </ul>	Interaction encourages "two-way flows of information between researchers and potential research users. through this process, research users gain better	<p>Research users have to have the ability and opportunity to adapt research findings to their own context and needs.</p> <p>Good to remember: Collaborations and partnerships require</p>

		<p>researchers (3 models: policy makers provide a) formal support; b) are a responsive audience; or c) are an integral partner)</p>	<p>knowledge of and access to the latest research, while researchers are better able to orient their work to users' needs and perspectives...they are underpinned by constructionist theories of learning, which imply that any new knowledge from research will be shaped and filtered by users' pre-existing experiences and perspectives" (pp 136-137).</p>	<ol style="list-style-type: none"> <li>1. Resources (time, energy, finances)</li> <li>2. An appreciation and understanding of the different cultures involved</li> <li>3. Clear definitions of objectives and roles</li> <li>4. Trust between researchers &amp; research users</li> </ol>
<b>Social Influence</b>	<p>Relying on experts and peers "to alter local values and norms as a means to secure research-based policy and practice" (p. 141)</p>	<ul style="list-style-type: none"> <li>• Guidance and feedback on developing new practices</li> <li>• Interactions with colleagues</li> <li>• Local experts</li> <li>• Opinion leaders</li> <li>• Peer leaders</li> <li>• Research champions</li> <li>• Role models</li> </ul>	<p>It is good to remember that "practitioners and policy makers will turn to their colleagues as a key source of knowledge to inform their day-to-day work" (p. 141). Both peers and experts can play a role in altering local values and norms!</p> <p>Cousins and Leithwood (2003) developed a framework that identified 17 potential influences on how a person will use a piece of information.</p>	<p>Good to remember: "Social influence strategies have mainly focused on changing the minds and actions of practitioners rather than policy makers" (p. 143).</p> <p>However, since policy makers also rely on colleagues as a source of information, social influence strategies can work in the policy context as well.</p>

<b>Facilitation</b>	Enabling the use of research	<ul style="list-style-type: none"> <li>• Access to electronic databases</li> <li>• Capacity Building</li> <li>• Creating 'research attuned' Organizations (Lavis et al. 2003b)</li> <li>• Professional development</li> <li>• Support (technical, financial, organizational, emotional)</li> </ul>	<p>"One facilitative approach has been to try to enhance individuals' skills and motivation to access, interpret and apply research. In effect, such strategies provide the complement to dissemination approaches, aiming to develop a willing and able 'market' for research" (p. 143).</p> <p>"A review of 160 educational interventions found that two-thirds were effective in changing practice, and where three or more educational interventions were combined, success was demonstrated in 80% of cases" (p. 144).</p>	<p>Successful educational interventions:</p> <ol style="list-style-type: none"> <li>1. Need clear objectives</li> <li>2. Identify and target barriers to learning</li> <li>3. Offer an informal, participatory approach</li> </ol> <p>Try to make the interventions interactive and provide support materials and opportunities for discussion.</p> <p>Consider office tools such as stickers and wall charts to support practice change.</p> <p>Successful interventions need</p> <ol style="list-style-type: none"> <li>1. Adequate resources</li> <li>2. Leadership and commitment</li> <li>3. Buy-in from front-line staff</li> <li>4. Agency stability</li> </ol>
<b>Incentives and reinforcement</b>	Developing "reinforcers" to influence actions of researchers, practitioners and policy makers	<ul style="list-style-type: none"> <li>• Audit &amp; feedback</li> <li>• Competitive funding</li> <li>• Financial incentives</li> <li>• Funding incentives</li> </ul>	"Overall, we have mixed and often limited evidence about whether reinforcement and incentive strategies are successful in	Remember: 'reinforcers' can be both positive and negative; however, positive reinforcers are more likely to

		<ul style="list-style-type: none"><li>• Reminders</li><li>• Writing the desired behaviour (e.g. use of research) into job descriptions</li></ul>	improving the use of research. Some promising approaches have been tried, but more evaluations are needed before we can be clear about effective ways forward" (p. 149-150).	get uptake and action.  Financial incentives are often initially successful and do not necessarily last over time. They also require careful design.
--	--	--	--	--