Effective Communication & Dissemination Strategies

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Outline

1. The case for better dissemination
2. 6-part strategy for effective dissemination
3. Resources available at UW

It takes **17 years**, on average,

to translate **14%** of original research

into benefits for the public

The "Quality Chasm" in Healthcare

State of the Art

What practitioners collectively do

State of the Science

What researchers collectively know

Dearing J, Kee K. "Historical Roots of Dissemination & Implementation Science." In: Dissemination & Implementation Science in Health, 2012

…vs. the Business World

- Launched **July 6, 2016**
- Became the top-grossing app in U.S. within **13 hours**
- Nintendo's market value ↑**$9 billion within 5 days**
- **Within 1 month**, branched out to **26 countries**

Why Doesn't Discovery Lead to Use?

Factors that determine success of dissemination

Science

- Characteristics of the research
- Tailoring and framing the message

Capacity

- Leveraging existing networks and relationships
- Using multiple delivery messages
- Use of facilitators and boundary spanners

Market

- Relevance to the target audience
- Level of community involvement
- Organizational need and situational fit

Pokémon Go's Success

'Science'

- Bridges the game world and reality; Snapchat had paved the way
- The game is simple and easy to play
- Endorphins from game and exercise = happy people

Capacity

- Viral spread via word of mouth
- Users share tips with friends/family on how to play
- Pervasive: news, social media, water cooler talk, etc.

Market

- Nostalgia for Pokémon brand
- Released in summer: kids out of school, good outdoor activity weather
- A welcome diversion after a rough week in the US (multiple shootings)

Fitzpatrick A. "How Pokemon Go took over the world." Time, July 11 2016.

The West Nile Virus

- Behavior change essential for prevention
- Campaign: TV, radio, newspapers, website, flyers
- Education focused on 4 preventive measures:
  - Use of DEET
  - Long-sleeved clothing
  - Standing water
  - Window screens

Was it effective?

Knowledge ≠ **Action**

- Kansas evaluation, 2003
- **97%** heard of WNV
- **89%** knew ≥1 protective measure

Averett, E. John S. Neuberger, Gain Hansen, Michael H. Fox. Evaluation of West Nile Virus Education Campaign. Emerging Infectious Diseases, www.cdc.gov/eid. Vol 11, No. 11, November 2005

Why didn’t it work?

Barriers Identified

- Concerns about DEET
- Lack of perceived susceptibility to virus
- Low awareness in Spanish-speaking residents

Ellen Averett, John S. Neuberger, Gain Hansen, Michael H. Fox. “Evaluation of West Nile Virus Education Campaign” Emerging Infectious Diseases, www.cdc.gov/eid. Vol 11, No. 11, November 2005

Public Health Agency of Canada, Canada Communicable Disease Report Vol 29-22, 15 Nov. 2004. Accessed 4/28/15

What challenges or successes have you had in disseminating your work?

Dissemination

A Systematic Approach to Planning

1. Research findings and products
2. End users
3. Partners
4. Communi-cation
5. Evaluation
6. Tools and Templates

Carpenter D, Nieva V, et al. AHRQ Dissemination Planning Tool. 2005.

1 **Research findings and products**

2 End users

3 Partners

4 Commun-ication

5 Evaluation

6 Tools and Templates

What is going to be disseminated?

Make a list!

- What health care issues does your research address?
- What makes your research stand out?
- Which tools/materials/ information are essential to applying your research in practice?

Perfect for the introduction in your dissemination products

The “meat” of what you want to disseminate

1 Research findings and products

2 **End users**

3 Partners

4 Commun-ication

5 Evaluation

6 Tools and Templates

Who will apply it in practice?

Who are your end users?

- Create a list of people who may be interested in your findings
  - Think big: clinicians are not the only potential audience
- Determine what is useful to each of those audiences
- Can you involve stakeholders from those groups in dissemination?

1 Research findings and products

2 End users

3 **Partners**

4 Commun-ication

5 Evaluation

6 Tools and Templates

Which individuals, organizations, networks can reach end users?

Who is in a position to facilitate dissemination?

- Start with your stakeholders!
- Champions
- Thought leaders
- Social networks
- Linkage mechanisms
- Coalition building
- Professional organizations
- Policy makers

Considerations

Different groups can reach the different audiences you've identified.

Be ready to help the organization understand why this is a good fit.

This can be the start of an ongoing relationship!

1 Research findings and products

2 End users

3 Partners

4 **Commun-ication**

5 Evaluation

6 Tools and Templates

How will you convey the research outcomes?

Framing your message

Revisit your list of end users and think about using your findings from their perspective:

- What do they need to know?
- What is the most effective way for them to learn it?

Resources are available online to help with creating easy-to-understand materials

Don’t be such a scientist

	Broad Audience	Academic Audience
Main channel	Visual	Audio & Visual
Structure	Story	Facts
Mode of Response	Visceral	Cerebral
Effective Elements	Humor, sincerity	Information
Effective organs	Heart, guts, gonads	Head
Preferred voice	Human	Robotic

Randy Olson, “Don’t Be Such a Scientist.” Island Press, 2009

Use Multiple Communication Strategies

Mostly Effective

- Interactive small groups/workshops
- Educational outreach
- Reminders
- IT decision support
- Multi-professional collaboration
- Mass media campaign
- Financial incentive
- Combined interventions

Mixed Effects

- Conferences
- Opinion leaders
- Champions
- Educational materials (toolkits, training manuals)
- Patient-mediated interventions
- Performance feedback
- Substitution of tasks
- Peer reviewed publications

Other Strategies

- Apps
- Briefs (Research & Policy)
- Fact Sheets
- Guidelines
- Infographics
- Interviews
- News Appearances
- Posters
- Press Releases
- Reports
- Social Media
- Video
- Website
- White Paper

Multiple strategies are more effective than single strategies!

Grol R. From best evidence to best practice: effective implementation of change in patients' care. Lancet 2003.

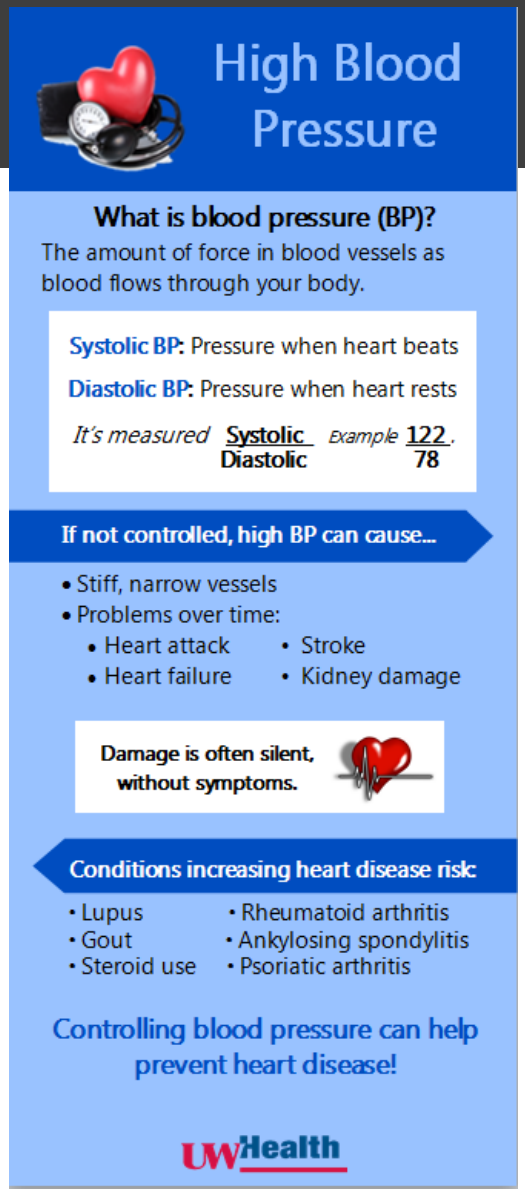
Translation & Packaging

The "5A's" Model for Treating Tobacco Use and Dependence

Ask about tobacco use.	Identify and document tobacco use status of every patient at every visit.
Advise to quit.	In a clear, strong and personalized manner urge every tobacco user to quit.
Assess	For each current tobacco user, is he or she willing to make a quit attempt at this time? For the ex-tobacco user, how recent did he or she quit and are there any challenges to remaining abstinent?
Assist	For the patient willing to make a quit attempt, offer medication and provide or refer for counseling or additional behavioral treatment to help the patient quit. For patients unwilling to quit at this time, provide interventions designed to increase the likelihood of a future quit attempt. For the recent quitter and any with remaining challenges, provide relapse prevention.
Arrange	All those receiving the previous A's should receive follow-up.

UW CTRI's "5As" model for treating tobacco use and dependence

Dr. Yao Liu speaking about tele-ophthalmology on Channel 3000



High Blood Pressure

What is blood pressure (BP)?

The amount of force in blood vessels as blood flows through your body.

Systolic BP: Pressure when heart beats

Diastolic BP: Pressure when heart rests

It's measured Systolic / Diastolic *Example* 122 / 78

If not controlled, high BP can cause...

- Stiff, narrow vessels
- Problems over time:
  - Heart attack
  - Heart failure
  - Stroke
  - Kidney damage

Damage is often silent, without symptoms.

Conditions increasing heart disease risk:

- Lupus
- Gout
- Steroid use
- Rheumatoid arthritis
- Ankylosing spondylitis
- Psoriatic arthritis

Controlling blood pressure can help prevent heart disease!

UW Health

Patient brochure created by Dr. Christie Bartels

1 Research findings and products

2 End users

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6 Tools and Templates

How will you determine what worked?

Follow-Through & Evaluation

- What channels were effective in reaching your target audience?
- Did knowledge, attitudes, behaviors, or policies change?
- How was information used or not used?
- How can you involve end users in the evaluation?

Summarize your plan using available tools and templates

Documenting your plan and tracking progress

- Document your plan in a way that works for you
- Tools available online
  - AHRQ Dissemination Planning Tool
  - Knowledge Translation Planning Template
  - CalSWEC Dissemination Planning Tool (modified from AHRQ)

AHRQ Dissemination Planning Tool

My research finding or product is _____. *(DESCRIPTION)*

It can be used to _____. *(VALUE STATEMENT OF ADVANTAGES OVER CURRENT PRACTICE)*

My primary end users are_____. *(WHO IS IN A POSITION TO USE THE INFORMATION)*

I plan to involve users in my dissemination efforts by _____. *(HOW CAN I MAKE SURE THE MESSAGE IS CLEAR)*

I can use the following individuals, organizations and networks _____to help. *(WHO HAS INFLUENCE WITH TARGET USERS)*

The ways that I will communicate the results include_____. *(COMMUNICATION MECHANISMS)*

Potential obstacles that I face in disseminating my research include _____. *(LIST POTENTIAL DIFFICULTIES)*

I can mitigate these obstacles by _____. *(PLAN TO OVERCOME THE DIFFICULTIES)*

I plan to evaluate the dissemination plan by _____. *(INDICATORS TO BE USED; PLANS FOR INVOLVING END USERS AND PARTNERS)*

I plan to encourage feedback from end users and dissemination partners by _____ and provide feedback to them by _____ *(OBTAINING AND PROVIDING FEEDBACK)*

Knowledge Transition Planning Template

Knowledge Translation Planning Template©

Scientist Knowledge Translation Training™ | Knowledge Translation Professional Certificate™

INSTRUCTIONS: This template was designed to assist with the development of Knowledge Translation (KT) plans for research but can be used to plan for non-research projects. The Knowledge Translation Planning Template is universally applicable to areas beyond health. Begin with box #1 and work through to box #13 to address the essential components of the KT planning process.

(1) Project Partners	(2) Degree of Partner Engagement	(3) Partner(s) Roles	(4) KT Expertise on Team
☐ researchers ☐ consumers - patients/families ☐ the public ☐ decision makers ☐ private sector/industry ☐ research funding body ☐ volunteer health sector/NGO ☐ practioners ☐ other NOTES	☐ from idea formulation straight through ☐ after idea formulation & straight through ☐ at point of dissemination & project end ☐ beyond the project **Consider:** Not all partners will be engaged at the same point in time. Some will be collaborators, end users or audiences, or people hired to do specific activities.	*(1) What do the partner(s) bring to the project?* *(2) How will partner(s) assist with developing, implementing or evaluating the KT plan?* **Action:** Capture their specific roles in letters of support to funders, if requested. ►	☐ scientist(s) with KT expertise ☐ consultant with KT expertise ☐ knowledge broker/specialist ☐ KT supports within the organization(s) ☐ KT supports within partner organization(s) ☐ KT supports hired for specific task(s)

Case Study

The Family-Centered Rounds (FCR) Toolkit

Intervention to implement a checklist to increase effectiveness of family-centered rounds

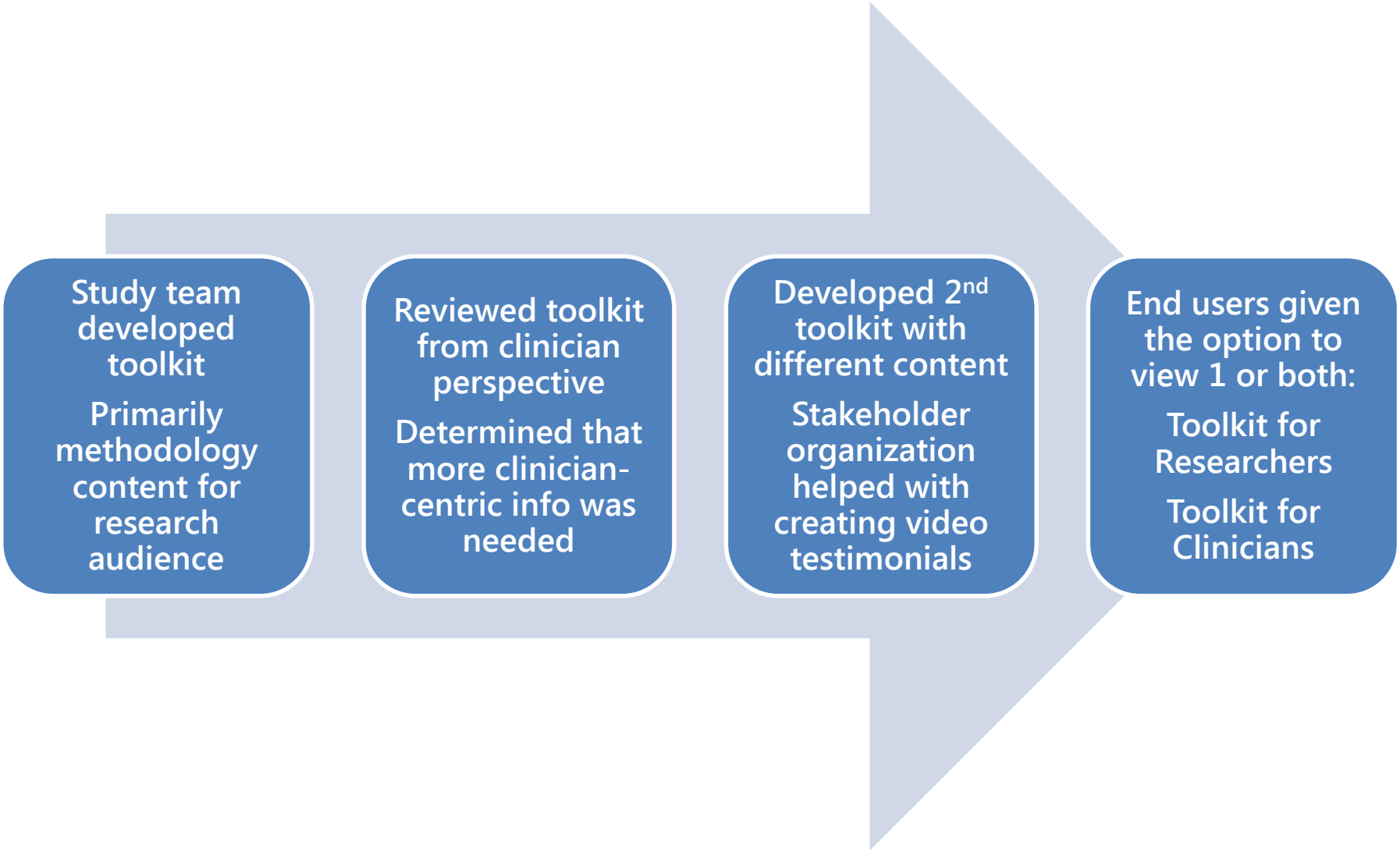
Developed a toolkit to help organizations implement the checklist

Study Team:
Elizabeth Cox,
Pascale Carayon,
Michelle Kelly,
et al.

PROkids
Program of Research on Outcomes for Kids
Pediatric Health Services Research

Center for Quality & Productivity Improvement
CQPI

Determining Content and Audience



FCR Communication Methods

- Toolkits on HIPxChange
- Peer-reviewed articles
- Videos
- Articles for websites & newsletters
- Webinars:
  - Society of Hospital Medicine (for CME credit)
  - Wisconsin Hospital Association

Referenced by:

ACADEMIC PEDIATRIC ASSOCIATION

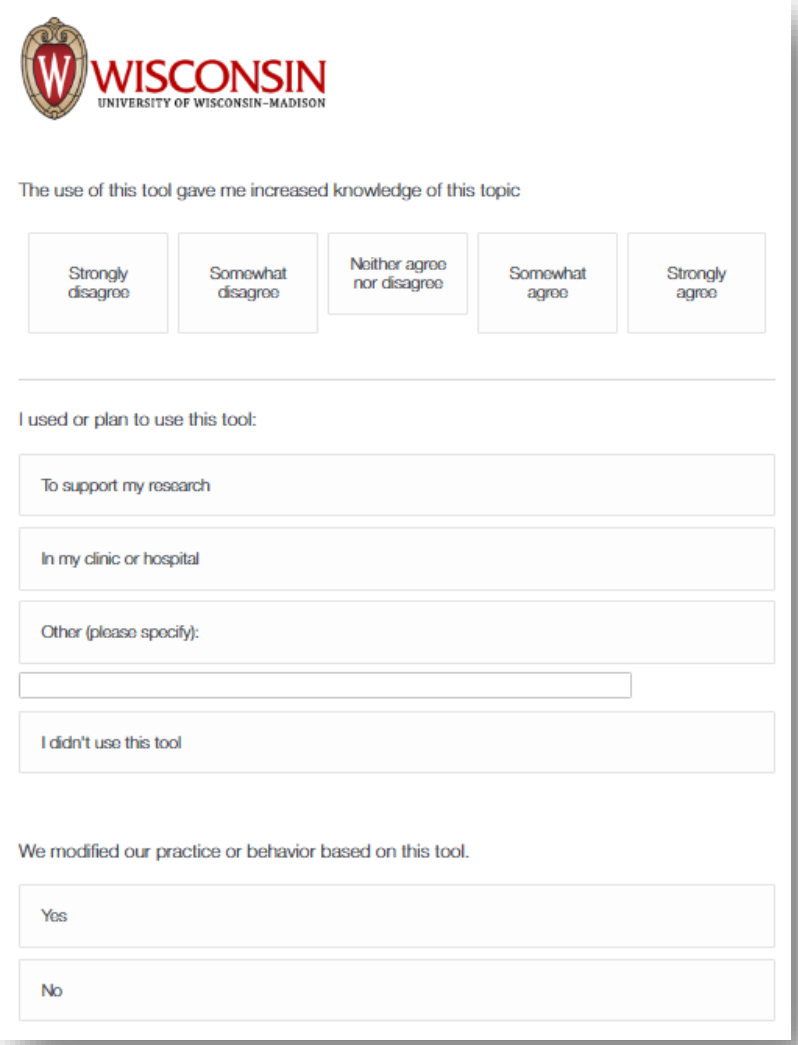
MedEdPORTAL | AAMC

A ROADMAP FOR
Patient + Family Engagement in Healthcare
Practice and Research

Video testimonials

Evaluation metrics

- Toolkit downloads on HIPxChange
  - Who
  - Organization
  - Position
  - Location
- YouTube view counts
- Webinar registrations
- Survey on implementation currently being piloted on another toolkit



WISCONSIN
UNIVERSITY OF WISCONSIN–MADISON

The use of this tool gave me increased knowledge of this topic

Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree

I used or plan to use this tool:

- To support my research
- In my clinic or hospital
- Other (please specify):
- I didn't use this tool

We modified our practice or behavior based on this tool.

- Yes
- No

Based on strategies we have discussed, what are some additional ways we could disseminate and evaluate the dissemination of the FCR project?

Disseminating Your Project:

Resources Available at UW

ICTR Dissemination Funding

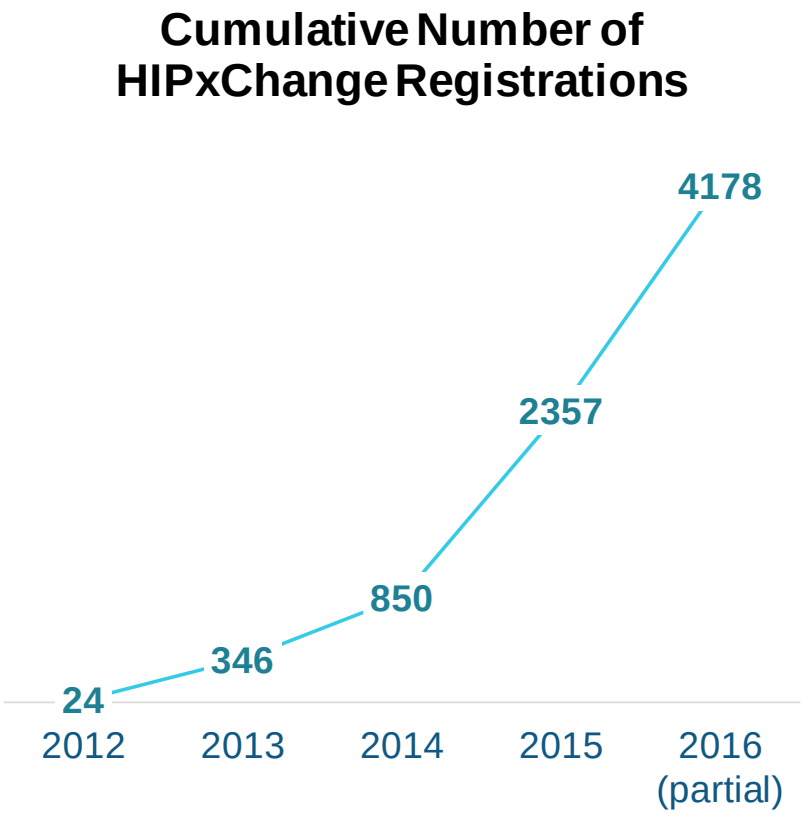
- Supports dissemination of **evidence-based strategies** to improve health
- Research conducted at **UW-Madison** or **Marshfield**
- Supports activities such as:
  - **Targeted distribution** of research findings , products or materials to a specific audience
  - **Development of materials** in preparation for dissemination and/or implementation activities
- Awards **up to $15,000** for **18 months** of direct support

ICTR D&I Services

- Research & Evaluation Consulting
- Dissemination Plan Development
- Packaging, Marketing & Distribution of Research Findings
- Connect to Community Partners & Networks
- Website Resources
- Online consultation request form: www.ictr.wisc.edu/DnI

HIPxChange

- Hosted by the Health Innovation Program
- Provides tools and materials for evidence-based health system change
- Toolkits are free
- Registration required



Why develop a toolkit?

- Practical way to help organizations **implement your research**
- Increases research **visibility**
- Registrations can be used to **demonstrate interest**
- Can pave the way for **further dissemination and partnerships**
- Cite in your **biosketch** and facilities/resources in **grants**

Access Integrated Primary Care Consulting Psychiatry Toolkit

We put together our toolkit to get the word out … about integrating mental health into primary care

>100 registrations even before the paper has been published … highly effective dissemination

Used in a grant application to indicate nationwide interest in our work

Getting the word out

HIP works with you to create and carry out a **dissemination plan**

Toolkits have been promoted or cited by many **national organizations**

We are here to help!

ICTR & HIP work in tandem to help create an effective dissemination strategy for your project.

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HIPxChange: HIPxChange@hip.wisc.edu