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University of BRISTOL

Conducting Collaborative Intensive Pragmatic Qualitative (CLIP-Q) Research

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on behalf of NIHR ARC West Behavioural & Qualitative Science Team

Background

Key challenges in applied qualitative health research:

- Producing findings with relevant, real work impact
- Demand for responsive, timely findings to inform decision-making in public health and healthcare
- These challenges accelerated during the COVID-19 pandemic
- How to producing responsive findings while maintaining rigour?

Aims

- Outline key features of our collaborative and intensive pragmatic qualitative (CLIP-Q) approach
  - **Collaborative**: Engaging key players e.g. people with lived experience, policy makers, end users of findings
  - **Intensive**: Team-based data collection + analysis
  - **Pragmatic**: Focused, flexible research design
- Demonstrate via case studies how to deliver responsive high-quality qualitative research, while maintaining rigor

Case studies

Rapid COVID-19 intelligence to improve primary care response (RAPCI) project

- Aim: investigate how GP practices dealt with rapid implementation of remote consulting during first COVID-19 lockdown
- Longitudinal interviews with practice staff - May to July 2020

Back to School Study

- Aim: examine attitudes to school COVID-19 infection control measures ahead of school campuses opening
- Interviews with secondary school students, parent/carers and staff - July to September 2020

Low vs high dead space syringes study

- Aim: explore views of switching from high to low dead space syringes for people who inject drugs
- Interviews with people who inject drugs, volunteers and staff who work with them

CLIP-Q approach

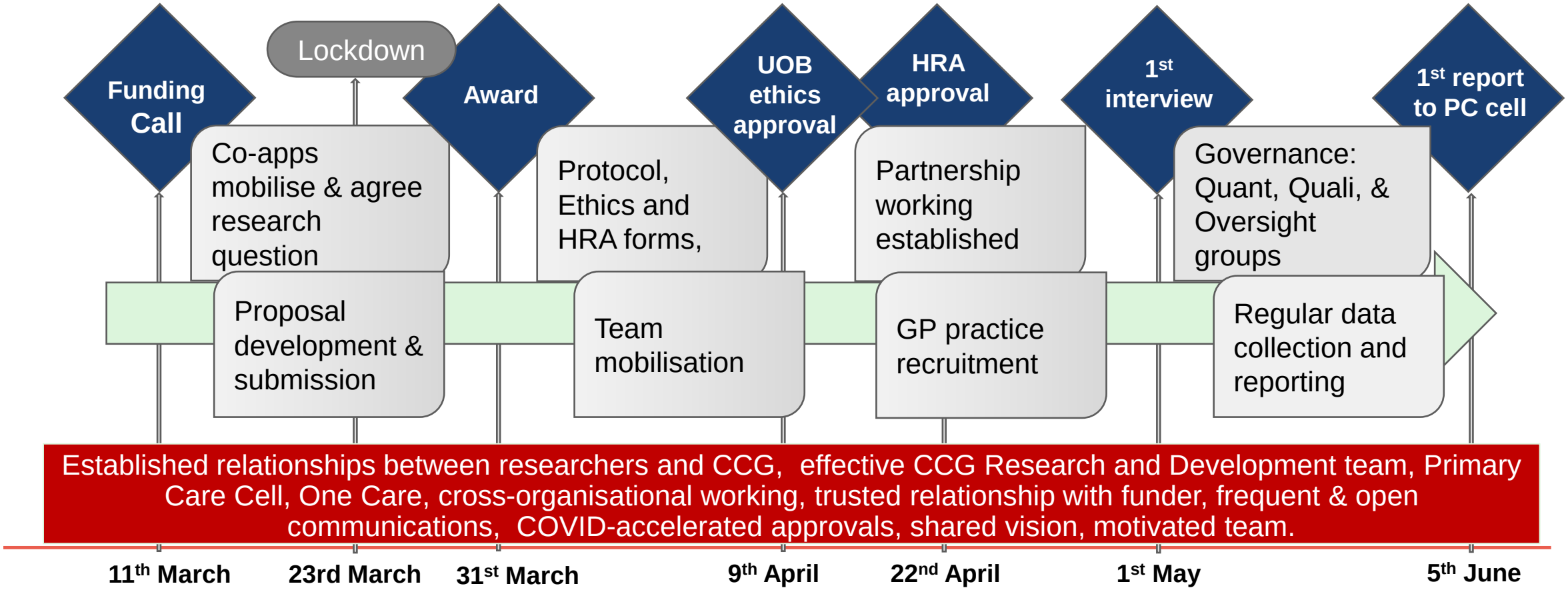
CLIP-Q approach

Project set up + management

- Embed multidisciplinary co-production
  - people with lived experience, researchers, clinicians, policymakers
- Familiarize team with the study context and main issues
- Clarify research focus
- Anticipate recruitment barriers at the start
- Identify key dissemination & impact channels early
- Create a collaborative project framework document
  - Outlining aims, roles, responsibilities, expectations, time commitments, and impact strategy

Case study: Set up and management of RACPI

- **Aim**: investigate how GP practices dealt with rapid implementation of remote consulting during the 1st COVID-19 lockdown
- **Methods**: 87 longitudinal interviews with practice staff, 4 x rounds 2/3 weeks, May to July 2020



CLIP-Q approach





Project set up and management

Establishing the study aims

Participant sampling and recruitment

Data collection and analysis

Knowledge mobilisation and impact

Establishing study aims

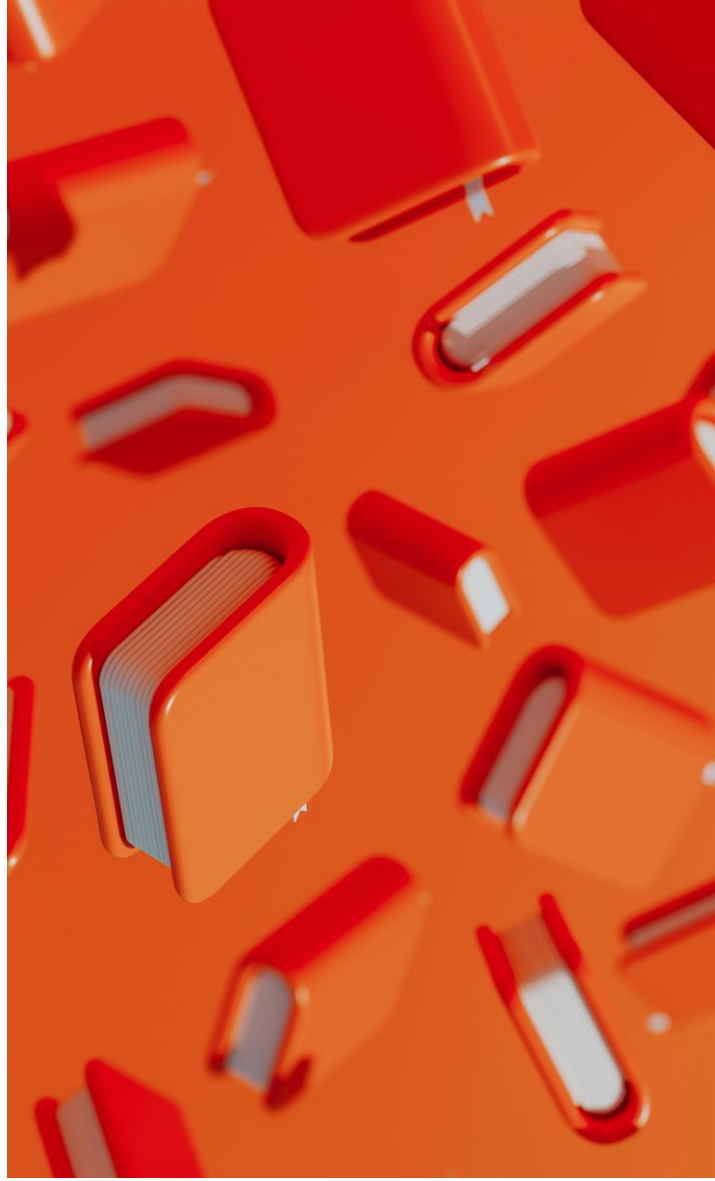
- Work closely with partners to identify research priorities
- Focus on critical issues, ensuring relevance and value
- Adopt a targeted, pragmatic approach
- Remain open and responsive to shifting priorities
- Clarify the goals and desired influence
    - what success looks like and who will benefit?
    - who do we want to influence and how?

Case study: Back to School

- **Aim:** examine attitudes toward school COVID-19 infection control measures ahead of school campuses opening in September 2020

- **Methods:** Interviews with secondary school students, parent/carer and staff: July - September 2020

- ARC West's established links to local education leaders, community groups, young people and researchers with expertise in the field were vital in rapidly establishing focal study aims



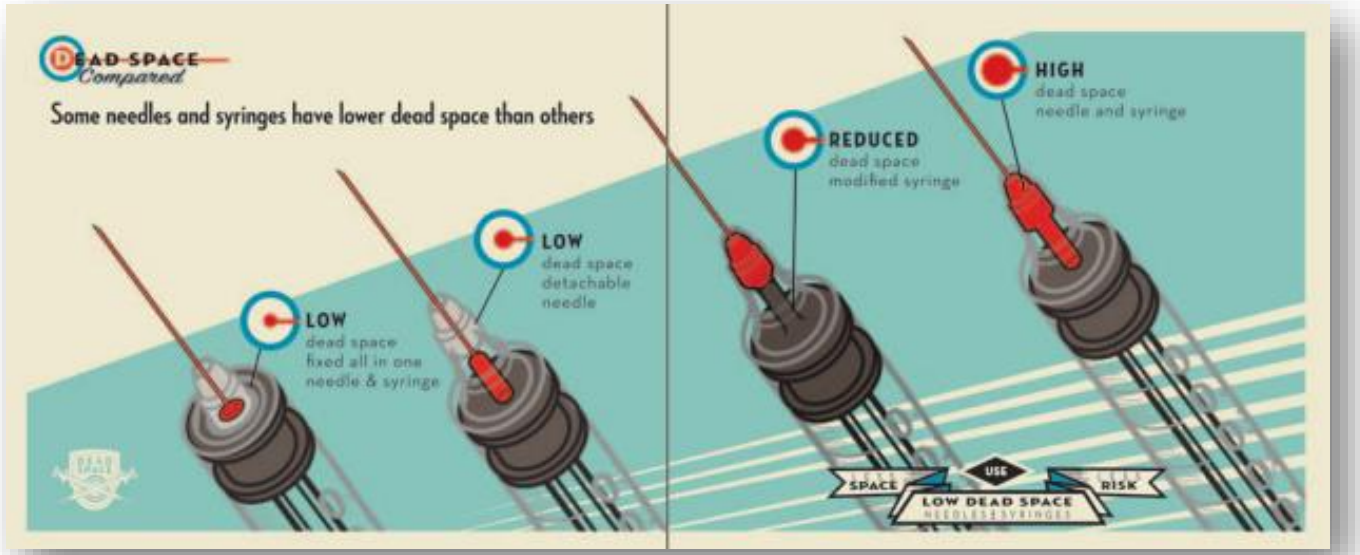
CLIP-Q approach

Sampling + recruitment

- Partner with local expertise to co-design accessible, acceptable recruitment strategies and materials
- Work with trusted community organisations to aid connection and trust with participants
- Prioritize diverse voices
- Maximize data value per participant
- Incorporate contingency recruitment plans in the protocol to avoid delays/need for ethics amendments

Case study: Low vs. high dead space syringe

- **Aim:** explore acceptability of low dead space syringes
- **Methods:** Interviews with people who inject drugs, volunteers and staff who work with them
- Time spent getting to know the research setting
- Appropriate recruitment strategies developed with Bristol Drugs Project:
  - Staff explaining the study
  - Opportunistic interviewing
  - Intensive periods of data collection
  - Reflections on sample composition
- Key considerations:
  - Impacts on researcher
  - Balancing speed with purposeful sampling

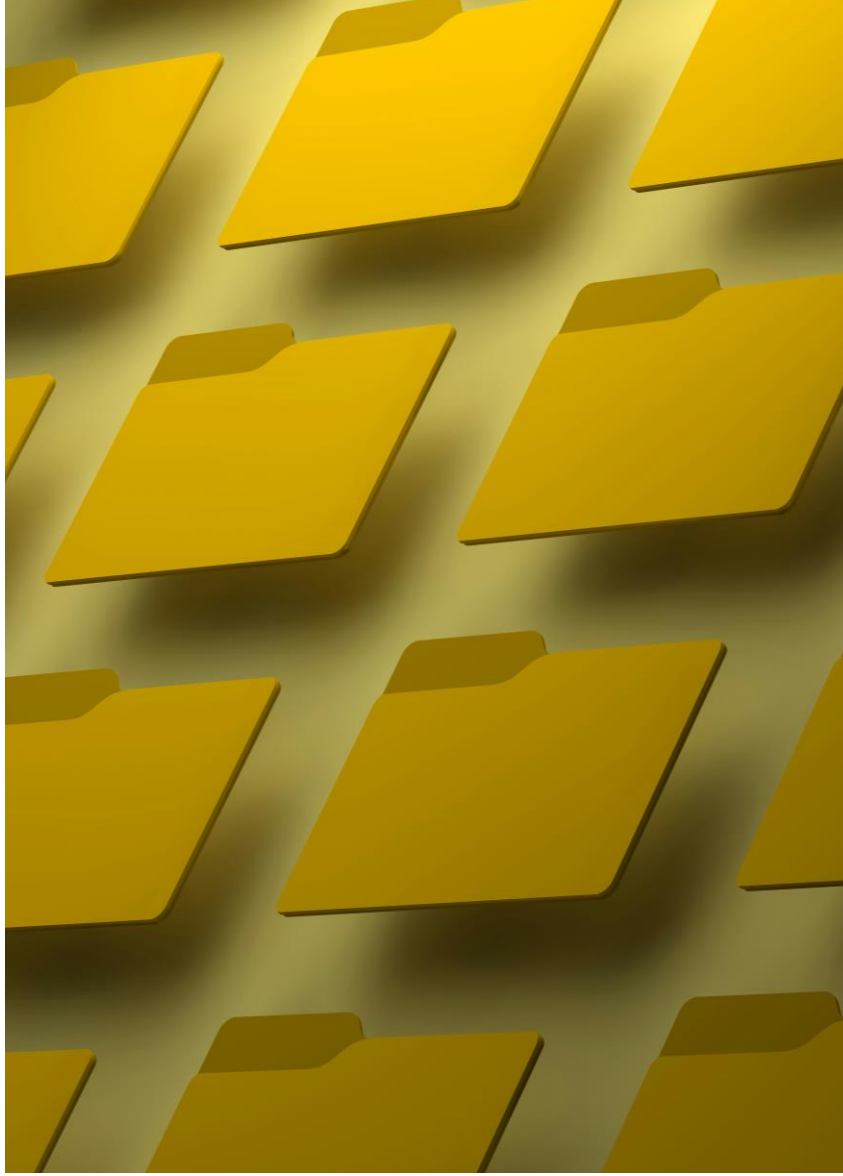


bdp
Independence from drugs and alcohol

CLIP-Q approach

Data collection + analysis

- Keep data collection and analysis tightly aligned with focused research question
- Collaborative, team based iterative analysis
- Structured analysis e.g. framework approach allowing deductive and inductive analysis
- Regular team debriefs to enhance researcher team reflexivity and data interpretation
- Analysis preserves richness and context of data while summarising actionable insights



Case study: Analysis and reporting of RACPI

Round 1:
22 interviews

Round 2:
23 interviews

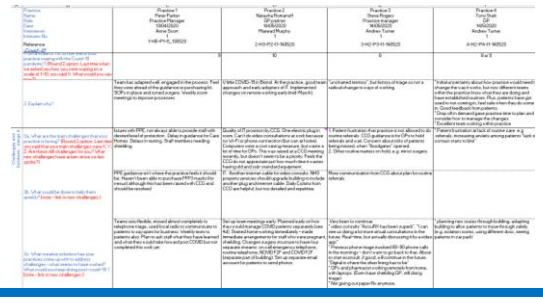
Round 3:
20 interviews

Round 4:
23 interviews

Research team

30 questions per round

c 22 practice interviews per round



Primary Care Cell

Timeframe 1 May to August/September 2020

3 highly-cited papers

NVIVO

August 2020 to July 2021

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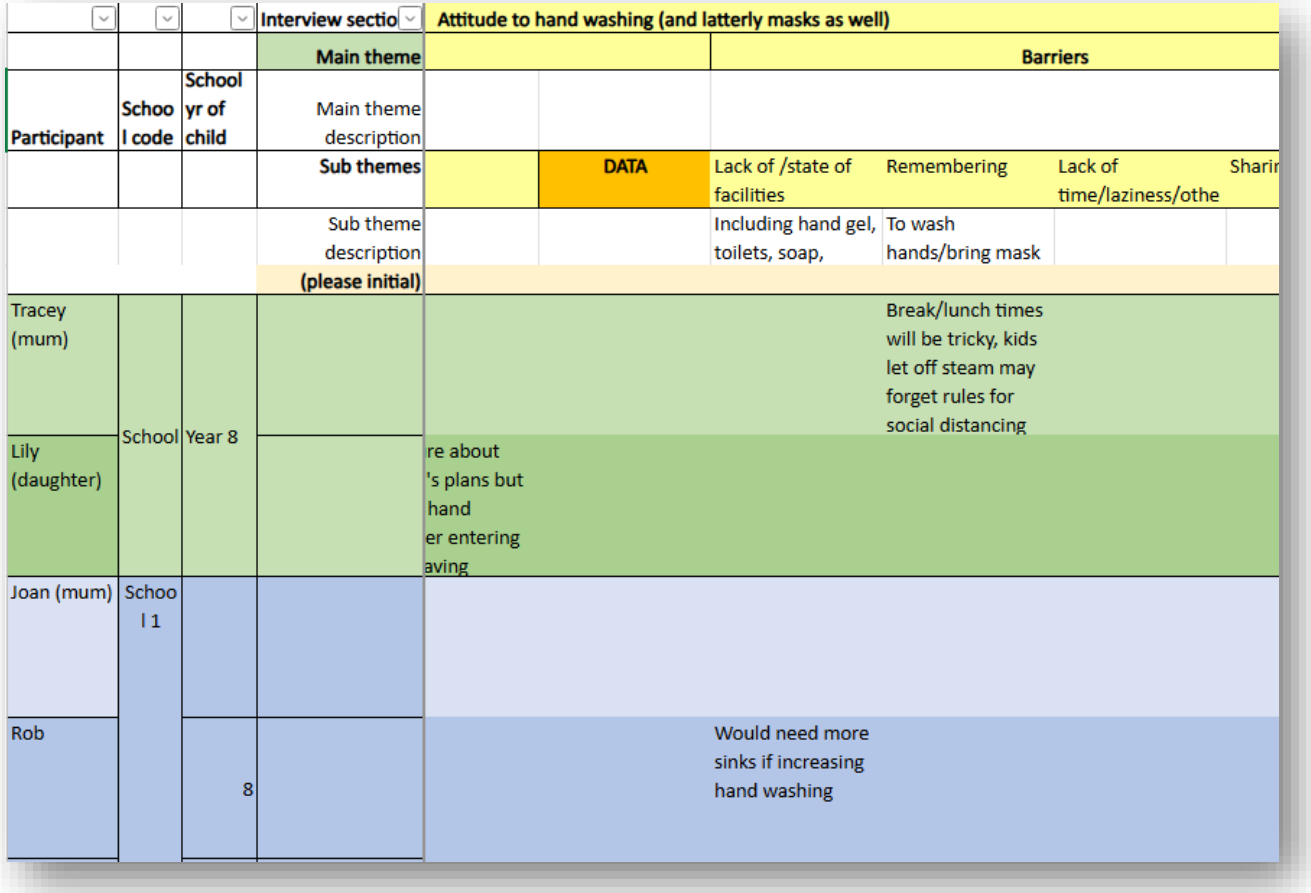
Case study: Analysis in Back to School



			Interview sectio	Attitude to hand washing (and latterly masks as well)					
			Main theme			Barriers			
Participant	School code	School yr of child	Main theme description						
			Sub themes		DATA	Lack of /state of facilities	Remembering	Lack of time/laziness/othe	Sharir
			Sub theme description			Including hand gel, toilets, soap,	To wash hands/bring mask		
			(please initial)						
Tracey (mum)	School	Year 8					Break/lunch times will be tricky, kids let off steam may forget rules for social distancing		
Lily (daughter)				re about 's plans but hand er entering aving					
Joan (mum)	School 1								
Rob		8				Would need more sinks if increasing hand washing			

- Team coding (5 researchers)
- Iterative data collection and analysis
- Regular team meetings and email discussions
- Framework approach
- Prioritisation of content

CLIP-Q approach

Knowledge mobilisation + impact

- Co-create with partners key messages that are relevant and accessible for target audiences
- Identify key influential individuals/audiences early
- Two-stage approach to dissemination:

1. **Rapid feedback loops**: Timely stakeholder updates to support responsive decision making - rapid reports via web, team meetings, slide deck
2. **Research publications**: journal articles, preprints, news stories, presentations at national meetings for broader reach

Case study: Back to School Study

- Rapid reports x2
  - Rapid feedback to stakeholders
  - Interim report cited by Public Health England
- Dissemination to schools across Bristol
- Web news story, blog and social media

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Case study: Back to School Study

- Pre-print (MedRxiv)
- BMJ Pediatrics publication
- Pre-print sent to SAGE (government Covid-19 group) & Dept for Education
- Parliamentary enquiry submission

Case study: Low vs. high dead space syringe

1. Academic outputs + web news stories shared via social media

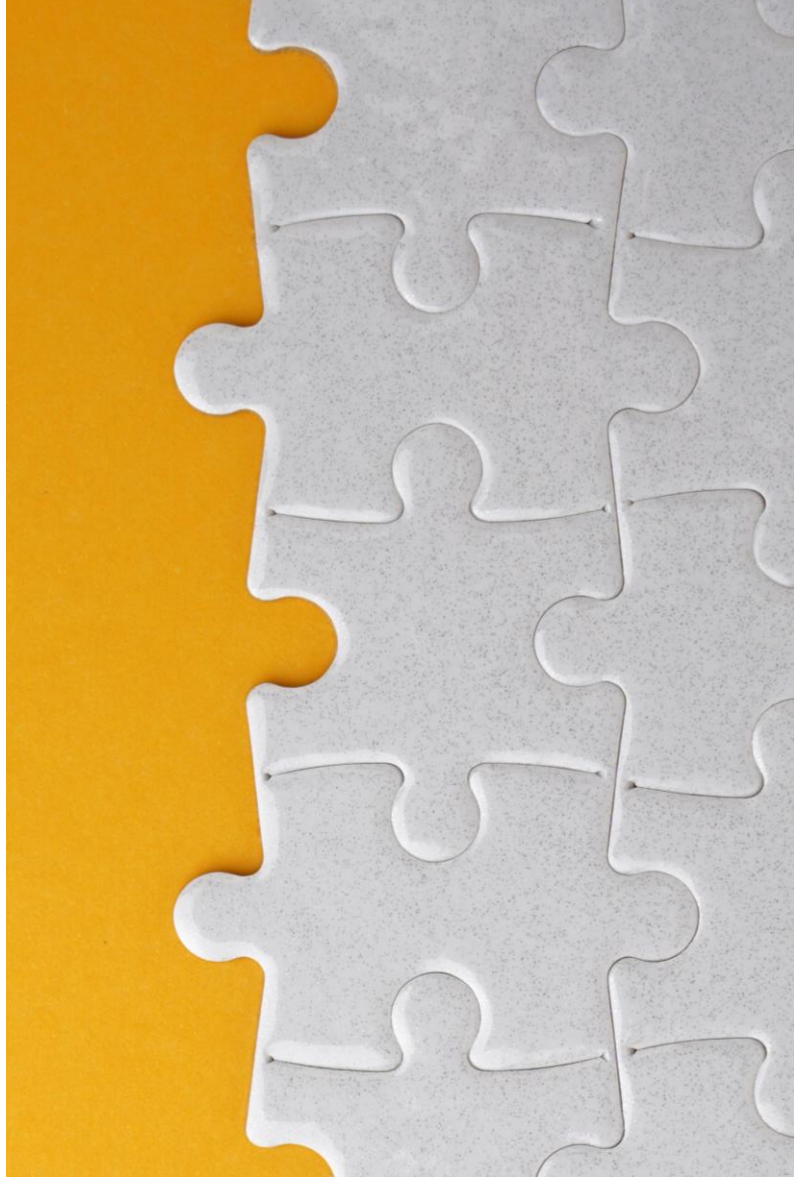
2. Translation of research findings into co-designed harm reduction materials to accelerate roll-out of low space syringes

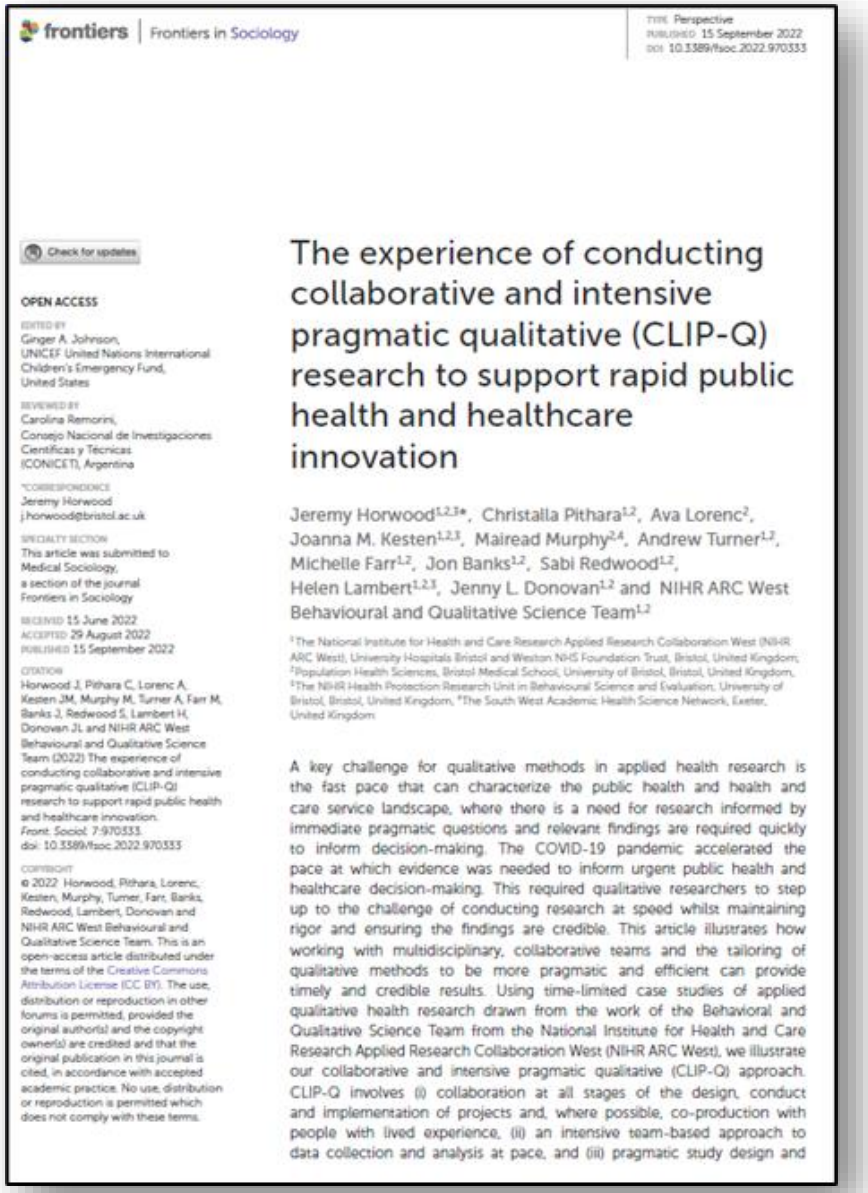
Key considerations

- Ensure adequate resources - meaningful stakeholder involvement and team-based approach to data collection and analysis
- Foster collaboration as equal partners
- Analytical rigor through team-based insights
- Cultivate a supportive, flexible team culture
- Balance academic standards with real-world demands for responsive insights

Summary: CLIP-Q prioritises

- **Collaboration** at every stage, co-production with people with lived experience and key partners
- **Intensive** team-based approach to enable peer quality control to produce timely and relevant findings
- **Pragmatic**, focused research design that responds to evolving needs
- Integrate knowledge mobilisation, two-stage strategy:
    1. Immediate impact: e.g. rapid repots targeting critical issues
    2. Long-term influence: e.g. academic publications





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The experience of conducting collaborative and intensive pragmatic qualitative (CLIP-Q) research to support rapid public health and healthcare innovation

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A key challenge for qualitative methods in applied health research is the fast pace that can characterize the public health and health and care service landscape, where there is a need for research informed by immediate pragmatic questions and relevant findings are required quickly to inform decision-making. The COVID-19 pandemic accelerated the pace at which evidence was needed to inform urgent public health and healthcare decision-making. This required qualitative researchers to step up to the challenge of conducting research at speed whilst maintaining rigor and ensuring the findings are credible. This article illustrates how working with multidisciplinary, collaborative teams and the tailoring of qualitative methods to be more pragmatic and efficient can provide timely and credible results. Using time-limited case studies of applied qualitative health research drawn from the work of the Behavioral and Qualitative Science Team from the National Institute for Health and Care Research Applied Research Collaboration West (NIHR ARC West), we illustrate our collaborative and intensive pragmatic qualitative (CLIP-Q) approach. CLIP-Q involves (i) collaboration at all stages of the design, conduct and implementation of projects and, where possible, co-production with people with lived experience, (ii) an intensive team-based approach to data collection and analysis at pace, and (iii) pragmatic study design and

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https://arc-w.nihr.ac.uk/news/conducting-rapid-qualitative-research-the-clip-q-approach/

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