

A study to improve the reliability of rehabilitation interventions in randomised controlled trials

Louise Howe¹, Professor Rowan Harwood^{1,2}, Dr Vicky Booth^{1,2}, Professor Pip Logan^{1,3}

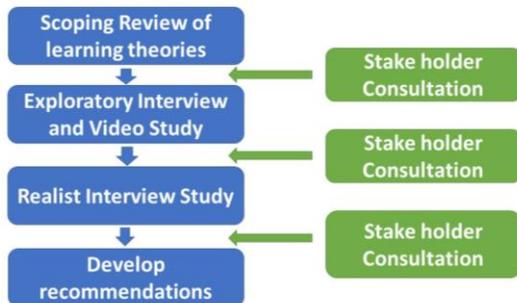
1. University of Nottingham
2. Nottingham University Hospitals NHS Trust
3. Nottingham City Care Partnership

Background

- ❖ Rehabilitation interventions are widely used in healthcare settings.
- ❖ There is no guidance and little documented on how to train therapy staff in research settings.
- ❖ A number of rehabilitation randomised controlled trials (RCTs) have had neutral results; lack of training and inconsistent delivery were cited as possible explanations.

Methods

A realist evaluation of a training programme for a multi-site RCT was conducted. This included a mixed methods exploration of the current training programme and 13 in-depth realist interviews to identify therapists' experiences of mechanisms for effective learning and support.



Social learning, flexibility and team leadership promote delivery of rehabilitation interventions



Results: Mechanisms that affect therapists' experience of a training programme

Results

- ❖ Social learning and reflective learning were used in previous studies to successfully train experienced therapists.
- ❖ The training and support programme enabled therapists to deliver the intervention consistently over the length of the trial.
- ❖ Therapists particularly valued
 - ❖ Group discussion and reflection.
 - ❖ Flexibility and consistency from trainers
 - ❖ Positive team culture and leadership.
 - ❖ Early support and refresher training to enable them to stay on track.
- ❖ Time commitments and outside pressures were the biggest inhibitors

Implications

Recommendations for training therapists for research trials include

- ❖ The use of case studies for initial training.
- ❖ The use of flexible early support and refresher training.
- ❖ The use of consistent ongoing mentoring.
- ❖ Considerations for site set up including team leadership, site routines and access to facilities.

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