A27 - Development of an evidence-based framework to support knowledge translation within the Australian Dementia Training and Study Program

L. Phillipson, R. Fleming, E. Beattie, M. Winbolt, S. Keis
Dementia Training Study Centre, Australia

BACKGROUND:
One of the National Priority Areas (2010-2012) for the Australian Dementia Training Study Centre (DTSC) program was the development and implementation of a National Knowledge Translation (KT) Framework.

METHODS:
Using an adapted Pathman model, the DTSCs were supported through a process of ‘awareness’ raising, developing ‘agreement’ around a KT framework; ‘adoption’ of the framework and ‘adherence’ through the embedding of the framework within the then Department of Health and Ageing’s reporting policies and procedures. A series of activities were utilised to support this process across the KT continuum including: a literature review; national consultations; a DTSC KT grant scheme; mapping of DTSC KT strategies within a series of educational case studies and interviews with DTSC directors and managers.

RESULTS:
The project led to several important outcomes including: the development of a highly feasible evidence-based conceptual framework for Knowledge Transfer and Translation; ‘Agreement’ and ‘Adoption’ of the DTSC KT Framework by the department and the five DTSCs nationally; the production of five DTSC KT case studies; and, the development of a set of expert practice descriptors for achieving Knowledge Transfer and Translation within the education and training of graduate and undergraduate health professionals who care for people with dementia.

This project addresses a significant contribution to the development of a recognised dementia-specific framework and practice descriptors to support knowledge transfer and translation within the education and training of health professionals. It positions the Australian DTSC program as a leader in knowledge translation within the education and training sphere. Given the pressing need to build the capacity of the dementia care workforce and proposed changes in the organisation of Australian dementia research funding, the use of educational approaches which can move beyond information transfer to support effective KT will become increasingly important.