A33 - Achieving sustainability and knowledge transfer in dementia psychosocial intervention research

G Stockwell-Smith, W Moyle, U Kellett, H Breadty
Centre for Health Practice Innovation, Griffith University, QLD, DCRC Assessment and Better Care, UNSW Australia

Meaningful outcomes have been generated from dementia psychosocial research, but establishing effective transitions from research into practice has proved more challenging.

This presentation reports on a psychosocial intervention study conducted with dementia dyads (people in the early stages of cognitive change and their caregivers) within a community service organisation. The study aimed to establish the effectiveness of intervening early with dementia dyads and recruiting and training community aged care practitioners to deliver the intervention.

The benefits and challenges in delivering an intervention in a practice setting are explored from acceptability and knowledge transfer perspectives. Evaluating intervention delivery and receipt provided an insight into how knowledge transfer may be achieved with important implications for intervention implementation in community aged care service settings. Reviewing the study in this way highlighted the effect
sector and organisational context and priorities have on facilitating or impeding practice-based collaborative research.

Project implementation was facilitated by collaborative development and structured staff training and support. Intervention staff participation, and therefore intervention delivery, were hampered by workforce demands and workplace culture. Achieving sustainability and knowledge transfer during intervention research projects are key factors in establishing a life for an intervention beyond the research project.

Post-intervention evaluations showed the intervention to have had a positive impact on dyads’ knowledge of and acceptance of community services. Furthermore, the new knowledge gained by the intervention staff provides an opportunity to extend the role of community aged care staff and for this new knowledge to be used in continuing education. It is these aspects of the project which will foster the intervention’s translation into practice.