Evidence-based practices in inclusive settings: Building towards collaborative partnerships

Nadia Ollington, Darryleen Wiggins, Adam Flack

With thanks also to Lena Mitchell
Overview

• The adoption and implementation of evidence-based practices in inclusive settings requires an understanding of the translation of research into practice, as well as an understanding of the way in which practitioners can inform and guide research.

• Using a translational science framework to address issues and barriers to evidence-based practice including translation, and implementation (Palinkas & Soydan, 2012), the current work aims to bridge the gap between those who conduct research or generate knowledge, and those who use evidence-based information in practice.
Knowledge translation

Knowledge translation is the “exchange, synthesis and ethically sound application of knowledge” (Graham et al, 2006 in Timmons, 2013, p 100)

• Knowledge transfer
  – transfer of ideas, research results, and skills
  – universities, research organisations, business and the wider community
  – enables new products and services to be developed

• Knowledge exchange
  – collaborative problem solving
  – between researchers and exchange decision makers
  – results in mutual learning

• Research utilisation
  – process by which specific research-based knowledge is implemented in practice

Timmons (2013)
Workshop model

• A workshop was implemented by the ASID Tasmania committee to assist with the development of the skills necessary to help to build collaborative research partnerships between researchers/academics and on the ground/support workers in the field of intellectual disability
Aims

• The workshop model will be evaluated over a number of deliveries on its success in building the skills necessary for knowledge translation, knowledge transfer, knowledge exchange and research utilisation (Timmons, 2013) using a survey approach.

• It is expected that following participation in the workshop that participants will be more confident in their understanding and application of research and evidence-based practices. It is also anticipated that the model will also be useful towards the enhancement of the application of evidence-based practices in inclusive settings.
The workshop aims to:

• Help participants develop the skills necessary to build collaborative research partnerships

• Improve participant’s skills in relation to searching for relevant publications, and how to appreciate the relevant research findings

• Help participants to communicate research ideas, and to incorporate new findings into practice; that is to adapt guidelines and strategies for a ‘good fit’ with the environmental context
Implementation

• The workshop includes 4 sessions
• In the first session, participants are introduced to some basic ideas around research
• The second session involves information and practical knowledge around searching for information
• In session three, participants are able to engage with processes to help them to interpret research articles
• Session four focuses on discussion and collaborative problem solving
Participants and Data Collection

- Survey administered over three phases: (a) immediately before the workshop, (b) immediately following the workshop, and (c) at a time period of three months following the workshop.
- The survey includes questions that relate to individuals' perceptions about their own understandings about research and the translation of knowledge.
- 5 point Likert-type scale.
- Preliminary data has been collected at phase 1 and 2 from 8 male and female participants working in support roles in Southern Tasmania.
- Recruitment involved registered providers of services funded by the National Disability Insurance Scheme (NDIS).
Preliminary results

• Knowledge transfer:
  – Phase 1 - definitely (10%), mostly (43.8%), don’t know (8.3%), somewhat (31.3%), not at all (6.3%)
  – Phase 2 - definitely (33.3%), mostly (47.9%), don’t know (6.3%), somewhat (12.5%), not at all (0%)

• Knowledge exchange:
  – Phase 1 - definitely (17.4%), mostly (47.8%), don’t know (8.7%), somewhat (26.1%), not at all (0%)
  – Phase 2 - definitely (50%), mostly (41.76%), don’t know (4.2%), somewhat (4.2%), not at all (0%)

• Research utilisation:
  – Phase 1 - definitely (12.5%), mostly (45.8%), don’t know (12.5%), somewhat (29.2%), not at all (0%)
  – Phase 2 - definitely (33.3%), mostly (50%), don’t know (4.2%), somewhat (12.5%), not at all (0%)
Discussion

• The preliminary data for the workshop education and training model shows that is has some promise towards
  – The transfer of ideas between academic researchers and on the ground support workers
  – The exchange of knowledge between academic researchers and on the ground support workers
  – The enhancement of application of evidence-based practices in inclusive settings
Conclusions

• A new and promising model to enhance knowledge translation, which follows a translational science framework

• Keeps faith with ASID’s mission to improve the lives of people with intellectual and developmental disabilities and its strategic goals to
  – To forge interaction between intellectual disability research and practice;
  – To lead the development of strategic partnerships;
  – To engage and strengthen membership
References


Thank you

Nadia.Ollington@utas.edu.au