

Evidence into practice - Practice into evidence:

Supporting services to use the evidence and generate new evidence

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## Introduction

Setting the scene

Knowledge Transfer/Exchange

Current thinking and a new approach

- methodology
- evidence-based kernels

Example of our work with services

- In-home support for Aboriginal families
- Work with family support services and child welfare agencies



## Setting the scene

Dissemination is enhanced by using multiple methods of communicating research

Passive dissemination practices are ineffective

National initiative aimed at building the capacity of practitioners to better support the needs of families headed by a parent with learning difficulties





Healthy Start

What did we do?

- use of local opinion leaders
- built an active multi-disciplinary network based on Learning Hubs
- provided resources, training, and ongoing support

## Training Transfer

So we know that these programs work,  
but we don't know whether they can be  
effectively used in practice

Training transfer = transfer of skills from  
training to the workplace that are  
sustained over time (Burke & Hutchins, 2007)

## Rate of training transfer

Previous studies have reported

- 40% of trainees fail to transfer skills immediately following training
- 70% fail to transfer skills one year later

Overall, only 50% of training investment results in behaviour change (Saks, 2002).

## Results of training

Training phase	Number of practitioners eligible	Places filled	Training uptake (%)
1: Pre-reading & MC test	810	464	57%
2: Face-to-face workshop	464	394	85%
3: Engaged with Phase 3	394	295	75%
Program completed	295	37	12.5%

295/394 commenced a program - 75% engaged with Phase 3  
37/394 completed a program – 12.5% training transfer

## Implementation of evidence based programs

Four most common reasons for discontinuation

1. Practitioner discontinued or could not be contacted - unknown
2. Practitioner changed job or moved to another workplace
3. Child no longer with family
4. Other family issues or family moved out of the area

## Implementation of evidence based programs

Least common reason

No response from family or family not at home for sessions



## Knowledge Transfer/Exchange

KT strategies incorporate active processes and interactive engagement and exchange

It is an active and engaged process rather than a linear and unidirectional transfer of information from one to another

## Process models

Research into practice

- the evidence is external to the world of stakeholders, this is unidimensional, linear and logical process
- the underlying assumption being that if an idea is good enough, it will be used

(Nutley, Walter and Davies, 2003)

## Process model

Research IN practice:

- evidence generation and professional practice are much more closely involved
- the gap between the “two-communities” is effectively being bridged.
- research is conceptualised as a learning process

(Nutley, Walter and Davies, 2003)

## Research IN Practice

Full consideration and inclusion of the evidence and knowledge from both research and practice

A contextual and flexible approach to intervention selection, or intervention development and implementation

A two-way transfer of knowledge between researchers, program developers, managers and practitioners

## Phases

1. Clarify aims and outcomes
2. Collect and summarise evidence
3. Working meetings
4. Design/adaptation of practice/programs
5. Implementation

## Limitations

- difficult to implement a program's efficacy widely with fidelity or effectiveness
- many problems that affect wellbeing do not require lengthy or complex interventions involving consultations, workshops, training, or support.

## Limitations

- program dissemination is unlikely to affect practices or problems that fall outside the scope of a program
- Cost

## Limitations

- existing programs have limited effectiveness, modest effect sizes, scalability concerns, weak generalization, difficulty with maintenance or sustainability
- current evidence-based programs do not easily meet the diffusion criteria

## Evidence-based kernels

Active ingredients in evidence-based programs

Common ingredients that make those programs work

(Embury & Biglan, 2008)

## Evidence-based kernels

Disseminating kernels could be an important supplement to current reliance on program dissemination for achieving this outcome.

## Research Into Practice in Action

- In-home support for Aboriginal families
- Family support and child welfare agencies

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