

The different patterns in different countries suggest multiple factors are contributing to the changes, including specific conditions, risks and behaviours, and broader societal determinants of health. Large scale, international, co-ordinated research is needed to better understand these changes and inform policy actions, particularly as the COVID-19 pandemic will increase international differences.

Session 2065 (Symposium)

DISRUPTION TO TRANSFORMATION: ENGAGED RESEARCH

Chair: Carol Geary

Co-Chair: Katherine Abbott

Discussant: Erin McGaffigan

With changes in funders' requirements, engagement of persons with "lived experience" in the planning, conduct, and dissemination of research is increasingly common. Although patient and stakeholder engagement is expected, the body of literature describing necessary structures and processes is severely limited. Therefore, the purpose of this symposium is to aid in the movement of engaged research from disruption to translation. To do so, we will describe gaps in researcher knowledge and skills associated with patient and stakeholder engagement; structures and processes in current use with older adults, and outcomes associated with engagement. We will begin by sharing findings within advisory board models of engagement. Dr. Lessem will describe the Sage Resource Project researcher needs assessment. Researchers (N=103) shared both their engagement interests and their perceived knowledge and capability gaps. Dr. Berman will describe training developed within the same project to overcome researchers' perceived gaps. Then, Dr. Roes will describe a qualitative evaluation of persons with dementia perspectives on rewards and benefits of advisory board involvement. Our final two presenters will describe engagement using a variety of engagement approaches. Dr. Douglas will share experiences with adapting Montessori philosophies and processes to engage CNAs in development of innovative programming for dementia care within a long term care environment. Finally, Dr. Geary will share her team's findings from interviews completed using appreciative inquiry with sites with over five-years' experience engaging patients in research. Each site has developed unique infrastructures and processes to most effectively achieve desired outcomes.

STRUCTURE, PROCESS AND OUTCOMES IN PATIENT ENGAGEMENT

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Although patient engagement in research is gaining acceptance by researchers and funding bodies, descriptions of implementation options and associated outcomes are limited. In this appreciative inquiry of the 12 institutions involved in the Great Plains Collaborative of the Patient-Centered Outcomes Research Network (PCORnet), we interviewed patient engagement officers and patient partners to enhance understanding of approaches to organizational structure,

research engagement processes, and associated outcomes of the engaged research. Multiple structures have been identified including operational affiliations in both hospital and multiple university departments. Professional affiliations of patient engagement officers vary widely, including nurses, social workers, and public health professionals, among others. Patient engagement processes also vary, but with the majority using forms of advisory boards. All sites reported outcomes of their work including completed and/or ongoing research and co-authored publications.

THE SAGE RESOURCE PROJECT: READYING RESEARCHERS TO TRANSFORM RESEARCH THROUGH ENGAGEMENT

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The Sage Model enables engagement of older adults receiving Long Term Services and Supports (LTSS), a group typically excluded in research. This presentation focuses on lessons learned from The Sage Resource Project, a Patient Centered Outcomes Research Institute funded project. We collaborated with RCMAR and Roybal centers to encourage NIH-affiliated researchers to embrace stakeholder engagement through promotion of the Sage Model. Few studies include an assessment of researcher needs when it comes to stakeholder engagement. We conducted a needs assessment (n=103) finding <50% of researchers presented work to older adults and only 41% interacted with older adults receiving LTSS. However, >90% were likely to attend webinars to learn more. Additionally, 70% of respondents were interested in setting up their own Sage Model research advisory boards. We identify opportunities for transforming LTSS research by including older adults as well as directions for future research on engagement, based on researchers' identified needs.

BUILDING RESEARCHERS' CAPACITY FOR EMBRACING THE ENGAGEMENT OF OLDER ADULTS IN RESEARCH

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The Sage Resource Project aimed to broaden the pool of researchers who include the voice of older adults using long-term services and supports (LTSS) in research processes. We developed training to build researcher capacity to engage older adults through the development of Sage Model research advisory boards. Methods included training strategies for learning mode, design, duration, and emphasis of content that were informed by results of a researcher needs assessment and input from 2 older adult research advisory boards. Over 100 researchers registered for a 4-webinar series. All respondents to webinar evaluations (22) reported learning about topics that aligned with webinar objectives and had interest in engaging older adult stakeholders and/or developing an older adult research advisory board in the future. Representatives from five universities expressed interest attending online