

Western University, London, Ontario
Graduate Program in Health & Rehabilitation Sciences/Health Information Science
Faculty of Health Sciences/Faculty of Media and Information Studies
Course Outline 2018
January 04, 2017

1. COURSE INFORMATION:

Course Number: HIS 9223b

Course Title: Perspectives in Knowledge Translation

Course Dates/Time/Location:

Starting January 12, 2018/Fridays, 9:30 am to 12:20 pm/FNB 4110

Hours a week: 3

Course Weight: half credit (0.5)

2. INSTRUCTOR INFORMATION:

Course Instructor: Eugenia Canas

E-mail: ecanas@uwo.ca

Office Hours: Location: FNB 4118

Thursdays 2 to 4 pm, starting January 4th.

3. COURSE DESCRIPTION

Knowledge translation (KT) has evolved from its original focus on the effective dissemination of information from researcher to research user. KT is now understood to be a process of engagement among those who generate knowledge and those who use that knowledge to develop policies, programs or deliver health services. The field reflects a rich history within multiple disciplines.

This course will provide an overview of issues in the theory, practice and science of knowledge translation in healthcare. Students will gain a contemporary understanding of the field by:

- Discussing the theory, application and science of KT
- Engaging with foundational (theoretical) articles in the discipline, primary studies and systematic reviews
- Considering the perspectives of KT scholars and practitioners in the field
- Becoming familiar with currently effective and emerging KT approaches across sectors of interest to the students

Class Schedule (subject to change):

CLASS	DATE	TOPIC
1.	Jan 12	Introductions Course overview and requirements Knowledge Translation Introduction
2.	Jan 19	Theories/Perspectives in KT
3.	Jan 26	Types of Knowledge
4.	Feb 02	Implementation Science
5.	Feb 09	Knowledge Brokers
6.	Feb 16	Evidence-based Policy-making
7.	Feb 23	No class – Reading Week
8.	Mar 02	Check-in Class; Evidence-based Policy-making Bibliography DUE
9.	Mar 09	Integrated Knowledge Translation
10.	Mar 16	KT Practice and Evaluation

11.	Mar 23	Improvement Science and Critical Knowledge Translation (TBD class Mar 28/29)
12.	Mar 30	No Class – Good Friday
13.	Apr 06	Critical Knowledge Translation; paper discussions and wrap up.
	April 09	Final Assignment DUE

Class Content & Readings (subject to change):

CLASS	DATE	TOPIC	READINGS
1.	Jan 12	-Introductions; Course overview and requirements -Knowledge Translation Introduction	<p>Bhattachayna O, Reeves S, Zwarenstein M. What is implementation research?: rationale, concepts, and practices. <i>Research on Social Work Practice</i> 2009;19(5):491-502.</p> <p>Graham ID, Logan J, Harrison MB, Straus SE, Tetroe J, Caswell W, Robinson N. Lost in knowledge translation: time for a map? <i>Journal of Continuing Education in the Health Professions</i> 2006;26(1):13-24.</p> <p>McKibbon KA, Lokker C, Wilczynski NL, Ciliska D, Dobbins M, Davis DA, Haynes RB, Straus SE. A cross-sectional study of the number and frequency of terms used to refer to knowledge translation in a body of health literature in 2006: a Tower of Babel? <i>Implementation Science</i> 2010; 5:16.</p> <p>Suggested Reading: Straus, Sharon E., Jacqueline Tetroe, and Ian Graham. "Defining knowledge translation." <i>Canadian Medical Association Journal</i> 181, no. 3-4 (2009): 165-168.</p>

2. Jan 19 Theories/Perspectives in KT

Rycroft-Malone, Jo. "Theory and Knowledge Translation." *Nursing Research* 56. Supplement 1 (2007): S78-85.

Graham, Ian D., and Jacqueline Tetroe. "Some Theoretical Underpinnings of Knowledge Translation." *Academic Emergency Medicine* 14.11 (2007): 936-41.

Raff, J. "How to Read and Understand A Scientific Paper: A Guide for Non-Scientists," *LSE Impact Blog*, Jan 3, 2017, <http://blogs.lse.ac.uk/impactofsocialsciences/2016/05/09/how-to-read-and-understand-a-scientific-paper-a-guide-for-non-scientists/>

Suggested reading:

Estabrooks, Carole A., David S. Thompson, J. Jacque E. Lovely, and Anne Hofmeyer. "A guide to knowledge translation theory." *Journal of Continuing Education in the Health Professions* 26, no. 1 (2006): 25-36.

3. Jan 26 Types of Knowledge

Gabbay J, le May A. Evidence based guidelines or collectively constructed "mindlines"? Ethnographic study of knowledge management in primary care.

British Medical Journal 2004;329:1013.

Gourlay S. Towards conceptual clarity for 'tacit knowledge': a review of empirical studies. *Knowledge Management Research & Practice* 2006;4:60-69.

Kothari A, Rudman D, Dobbins M, Rouse M, Sibbald S, Edwards N. The use of tacit and explicit knowledge in public health: a qualitative study. *Implementation Science* 2012;7:20.

4. Feb 02 Implementation Science

Boaz A, Baeza J, Fraser A, European Implementation Score Collaborative Group (EIS). Effective implementation of research in practice: an overview of systematic reviews of the health literature *BMC Research Notes* 2011;4:212.

Ecceles, MP, Armstrong, D., Baker, R., Cleary, K et al. An implementation research agenda. *Implementation Science* 2009;4:18.

5.	Feb 09	Knowledge Broker	<p>Pick any 3 of these readings -</p> <p>Currie G, White L. Interprofessional barriers and knowledge brokering in an organizational context: the case of healthcare. <i>Organization Studies</i> 2012;33(10):1333-1361.</p> <p>Meyer M. The rise of the knowledge broker. <i>Science Communication</i> 2010;32(1):118-127.</p> <p>von Kammer J, de Savigny D, Sewankambo N. Using knowledge brokering to promote evidence-based policy-making: the need for support structures. <i>Bulletin of the World Health Organization</i> 2006;84(8):608-612.</p> <p>Dobbins M, Hanna ST, Ciliska D, Manske S, Cameron R, Mercer SL, O'Mara L, DeCorby K, Robeson P. A randomized controlled trial evaluating the impact of knowledge translation and exchange strategies. <i>Implementation Science</i> 2009;4:61.</p>
6.	Feb 16	Evidence-based Policymaking (put it all together into one day)	<p>Greenhalgh T, Russell J. Reframing evidence synthesis as rhetorical action in the policy making drama. <i>Healthcare Policy</i> 2006;1(2):34-42.</p> <p>Roos NP, O'Grady K, Singer SM, Turczak S, Tapp C. Making evidence on health policy issues accessible to the media. <i>Healthcare Policy</i> 2012;8(2):37-45.</p> <p>Innvaer S, Vist G, Trommald M, Oxman A. Health policy-makers' perceptions of their use of evidence: a systematic review. <i>Journal of Health Services Research & Policy</i> 2002;7(4):239-244.</p>
7	Feb 23	No Class --- Reading Week	
8.	Mar 02	Evidence-based Policymaking + Check in Class.	<p>Lavis JN, Posada FB, Haines A, Osei E. Use of research to inform public policymaking. <i>Lancet</i> 2004;364:1615-1621.</p> <p>Hanney ST, González-Block MA. Yes, research can inform health policy; but can we bridge the 'Do-Knowing It's Been Done' gap? <i>Health Research Policy and Systems</i> 2011,9:23.</p>
9.	Mar 09	Integrated Knowledge Translation	<p>Dobrow MJ, Goel V, Upshur REG. Evidence-based health policy: context and utilisation. <i>Social Science & Medicine</i> 2004;58:207-217.</p> <p>Gagliardi AR, Berta W, Kothari A, et al. Integrated knowledge translation (IKT) in health care: a scoping review. <i>Implementation Science</i> 2016;11:38</p>

10. Mar 16 KT PRACTICE & EVALUATION
11. Mar 23 Improvement Science and Critical Knowledge Translation
12. Mar 30 No Class – Good Friday
13. Apr 06 Critical Knowledge Translation cont'd.

Molleman G, Fransen G. Academic collaborative centres for health promotion in the Netherlands: building bridges between research, policy and practice. *Family Practice* 2012;29(Suppl 1):157-62

Currie G, Lockett A, El Enany N. From what we know to what we do: lessons learned from the translational CLAHRC initiative in England. *J Health Serv Res Policy* 2013;18(Suppl 3):27-39

Bowen S, Martens P, The Need to Know Team. Demystifying knowledge translation: learning from the community. *Journal of Health Services Research & Policy* 2005;10(4):2005

Institute for Work & Health. Promising KTE evaluation tools. Toronto, ON: *Institute for Work & Health*; 2011.

Institute for Work & Health. Finding tools to measure the impact of KTE activities. Toronto, ON: *Institute for Work & Health*; 2011.

Reardon R, Lavis J, Gibson J. From research to practice: a knowledge transfer planning guide (2006). Toronto, ON: *Institute for Work & Health*; 2006.

Langley A, Denis JL. Beyond evidence: the micropolitics of improvement. *BMJ Qual Saf* 2011;20(Suppl 1):i43-i46.

Dixon-Woods M, Martin G. Does quality improvement improve quality? *Future Hospital Journal* 2016;3(3):191-4.

Kothari A, Wathen CN. A critical second look at integrated knowledge translation. *Health Policy* 2013;109:187-91

Greenhalgh, T., & Wieringa, S. (2011). Is it time to drop the 'knowledge translation' metaphor? A critical literature review. *Journal of the Royal Society of Medicine*, 104(12), 501-509.

Paper discussions and wrap up.

4. COURSE MATERIALS

The course readings consist of articles from book chapters, peer-reviewed journals, and reports from health organizations and government. Links to the reading will be posted weekly in OWL under "Weekly Readings". Web links to readings not available through the UWO libraries will be provided.

5. METHODS OF EVALUATION

The structure of the course is based on a combination of short lectures and student-led group discussions, as well as guest speakers. Each week, readings will be posted to guide the discussion. Students are expected to attend all classes and participate in the seminar discussions.

COMPONENT	DESCRIPTION	WEIGHT
Class Participation:	Students should participate as much as possible in all sessions; in order to do so, they must complete the designated readings before class. A reading list will be provided with some identified as "required" and some as "background/optional" to serve as a guide to related literature. Class participation will be assessed on the basis of these contributions, including evidence of general preparation for class, familiarity with required readings, contributions to seminar discussions, and demonstration of respect for the ideas, opinions and feelings of other class members.	10%
Discussion Facilitation:	During weekly seminars, one or two students will be responsible for facilitating discussion related to the week's assigned readings. This will include a brief summary of key points from the readings and posing questions for group discussion. Each student can expect to facilitate a 30-minute discussion for two classes. A sign-up sheet will be circulated in class.	20%
Self-Reflection:	Every week, students will complete a self-reflection (no more than 150 words) that discusses the KT topics on class in relation to their particular area of interest in research and/or practice. Reflections are due by 3 pm on Thursday of every class week. This exercise is meant to identify the points of connection between the course material and the students' own work, and to lay the foundation for the final assignment. Details of this course component will be posted in OWL and discussed in class.	20%

Annotated Bibliography of a Focused Topic:	Maximum 8 pages. An annotated bibliography is a collection of summaries of journal articles. Each summary will identify the article's research question, hypothesis, methodology and its main conclusion, along with a very brief comment about strengths and weaknesses and/or relevance. Students are required to compose an annotated bibliography containing 10-12 summaries of peer-reviewed journal articles relating to their research/practice topic of interest.	20%
Final Written Assignment:	The major written assignment will allow students to explore an issue of interest to them in a 15-18 page (double-spaced, plus references) paper. More details on this assignment will be posted in OWL and discussed in class.	30%
Passing Grade (60%): An overall grade of 60% is required to pass the course.		

Other Course Policies:

Late Penalties: Late assignments will be subject to a penalty of 2% per day, including each day of the weekend.

Email policy: Student emails will be read and responded to within 48 hours of receipt, from Monday to Friday. Do not expect that emails will be answered at night or on weekends. Do not submit assignments by email, or to the course website, unless specifically indicated.

Submission of Assignments: All assignments are to be submitted at the beginning of class on the due date. Late assignments will be deducted at a rate of 10% for every day that they are late.

Submit assignments on 8.5 x 11 paper, printed from a word processor; use 11 or 12-point font and one-inch margins. Double space the main text (not references or footnotes), unless otherwise indicated.

Do not submit your assignment by email, or on the course website, unless you have received permission from the instructor.

University-wide Grade Descriptors:

A+ 90-100 - One could scarcely expect better from a student at this level

A 80-89 - Superior work which is clearly above average

B 70-79 - Good work, meeting all requirements, and eminently satisfactory

C 60-69 - Competent work, meeting requirements

D 50-59 - Fair work, minimally acceptable

F - below 50 Fail

6. STATEMENT OF ACADEMIC OFFENCES

Academic Offences and Plagiarism: Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

http://www.uwo.ca/univsec/handbook/appeals/scholastic_discipline_grad.pdf

Plagiarism is a major academic offence and students are reminded of the University's plagiarism policy, which instructors are required to note on course outlines: "Students must write their assignments and essays in their own words. Whenever students take an idea or a passage of text from another author they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. All required papers may be subject to submission for textual similarity review to the commercial plagiarism-detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between Western University and Turnitin.com (<http://www.turnitin.com>)."

7. SUPPORT SERVICES

Students who are in emotional/mental distress should refer to Mental Health@Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

8. LAND ACKNOWLEDGEMENT

Western University is situated on the traditional territories of the Anishinaabeg, Haudenosaunee, Lunaapeewak and Attawandaron peoples, who have longstanding relationships to the land and region of southwestern Ontario and the City of London. The local First Nation communities of this area include Chippewas of the Thames First Nation, Oneida Nation of the Thames, and Munsee Delaware Nation. In the region, there are eleven First Nation communities and a growing Indigenous urban population. Western University values the significant historical and contemporary contributions of local and regional First Nations and all of the Original peoples of Turtle Island (North America). We are all treaty people.