



HLTH704

Introduction to Knowledge Translation in Clinical Practice

S2 Day 2019

Dept of Chiropractic

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General Information

Unit convenor and teaching staff

Simon French

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Credit points

4

Prerequisites

Admission to MRes

Corequisites

Co-badged status

Unit description

This unit will focus on the process of translating research into clinical practice. Students will be introduced to knowledge translation in clinical practice, including tools to assist the uptake of research into practice (e.g. systematic reviews and clinical practice guidelines), knowledge translation theories and frameworks, and knowledge translation interventions. Students will also be introduced to implementation research. Students will be given the opportunity to explore these concepts practically through research activities.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

Demonstrate advanced knowledge and understanding of key terms, definitions, frameworks, theories and approaches to knowledge translation

Evaluate the process of conducting a systematic review and developing clinical practice guidelines, with consideration of strength of evidence and implications for clinical practice

Synthesise, critically appraise and summarise evidence to support the existence of an evidence-to-practice gap in clinical practice

Demonstrate advanced knowledge of a systematic process for identifying potential barriers and facilitators to providing a solution to an identified evidence-to-practice gap in

clinical practice

Effectively communicate about the design of a knowledge translation intervention to address an evidence-to-practice gap in clinical practice, including a plan for evaluation

General Assessment Information

Overview

The development of a knowledge translation strategy aiming to close an evidence-to-practice gap is an iterative process. Throughout this course, we are going to try to replicate this iterative process by undertaking the following:

1. A series of discussions that allow you to think about, and apply, the readings and the course materials;
2. A presentation of your evidence-to-practice gap as a “work in progress” to receive feedback from the teaching staff and your peers, and subsequent submission of your written work;
3. An intervention mapping activity;
4. Preparing your final presentation and paper for your knowledge translation project to close the identified evidence-to-practice gap.

All written assessments must be submitted electronically via Turnitin. All assessment tasks must be submitted by the due dates outlined in the unit guide.

Students who are unable to submit an assessment or unable to meet a specific deadline should submit a ‘Special Consideration’ request. For information on this process please visit the link: <https://students.mq.edu.au/study/my-study-program/special-consideration>

Failure to submit an assessment task on the due date without an appropriate Special Consideration will result in a loss of 10% per 24-hour period after the due date for that particular task, for example, 25 hours late in submission = 20% penalty.

Serious and Unavoidable circumstances

The University classifies circumstances as serious and unavoidable if they:

1. could not have reasonably been anticipated, avoided or guarded against by the student; and
2. were beyond the student's control; and
3. caused substantial disruption to the student's capacity for undertaking assessment for the unit(s); and
4. occurred during an event critical study period and were at least three (3) consecutive days duration or a total of 5 days within the teaching period; and/or
5. prevented completion of an assessment task scheduled for a specific date (e.g. final

examination, in class test/quiz, in class presentation).

Students with a pre-existing disability/health condition or prolonged adverse circumstances may be eligible for ongoing assistance and support. Such support is governed by other policies and may be sought and coordinated through Campus Wellbeing and Support Services.

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Evidence-to-practice gap #1</u>	10%	No	21st August 2019
<u>Evidence-to-practice gap #2</u>	25%	No	4th September 2019
<u>Intervention mapping</u>	10%	No	2nd October 2019
<u>Knowledge translation plan #1</u>	20%	No	30th October 2019
<u>Knowledge translation plan #2</u>	35%	No	6th November 2019

Evidence-to-practice gap #1

Due: **21st August 2019**

Weighting: **10%**

Description of an evidence-to-practice gap

There are two assessment tasks about your evidence-to-practice gap. The first assessment task is a presentation, the second task is a written assignment. For your presentation and written paper (10 pages maximum), identify and describe an evidence-to-practice gap that you would like to address. You will be using the evidence-to-practice gap that you outline in this assignment for subsequent assignments, so choose an area of clinical practice that you are prepared to explore in detail throughout the course. Structure your assignment as follows:

- Describe an evidence-to-practice gap relevant to health care in the context of primary care for musculoskeletal conditions.
- Choose either:
 - 1) an intervention that has high level evidence that is not being appropriately implemented (i.e. an implementation problem); or
 - 2) a clinical practice that is currently occurring that is not supported by evidence (i.e. a de-implementation problem).
- Critically appraise the evidence that documents this evidence-to-practice gap.

If you choose an implementation problem, synthesise and critically appraise the evidence that supports the intervention that is not being implemented; if you choose a de-implementation problem, synthesise and critically appraise the evidence that supports that the clinical practice should not be implemented widely.

On successful completion you will be able to:

- Demonstrate advanced knowledge and understanding of key terms, definitions, frameworks, theories and approaches to knowledge translation
- Evaluate the process of conducting a systematic review and developing clinical practice guidelines, with consideration of strength of evidence and implications for clinical practice
- Synthesise, critically appraise and summarise evidence to support the existence of an evidence-to-practice gap in clinical practice

Evidence-to-practice gap #2

Due: **4th September 2019**

Weighting: **25%**

This is second of two assessment tasks about your identified evidence-to-practice gap, this being the written assignment. See above (Evidence-to-practice gap #1) for a description of these two assessment tasks.

On successful completion you will be able to:

- Demonstrate advanced knowledge and understanding of key terms, definitions, frameworks, theories and approaches to knowledge translation
- Evaluate the process of conducting a systematic review and developing clinical practice guidelines, with consideration of strength of evidence and implications for clinical practice
- Synthesise, critically appraise and summarise evidence to support the existence of an evidence-to-practice gap in clinical practice

Intervention mapping

Due: **2nd October 2019**

Weighting: **10%**

Intervention mapping activity

Complete the template provided (available on iLearn):

- Complete the template 'Steps for developing a theory-informed knowledge translation intervention' to further develop your plan to design a knowledge translation intervention to improve the evidence-to practice gap that you have identified in assignment #1 and #2.
- Describe the possible barriers and facilitators to adopting the evidence using the Theoretical Domains Framework as outlined in the template.

- Map the barriers and facilitators to possible intervention components that would overcome the barriers and enhance the facilitators.
- Combine the intervention components you have chosen and describe your proposed behaviour change intervention.

On successful completion you will be able to:

- Demonstrate advanced knowledge of a systematic process for identifying potential barriers and facilitators to providing a solution to an identified evidence-to-practice gap in clinical practice

Knowledge translation plan #1

Due: **30th October 2019**

Weighting: **20%**

Knowledge translation plan to implement the solution and evaluate the implementation process

There are two assessment tasks about your knowledge translation plan to close the evidence-to-practice gap you identified in Assessment tasks #1 and #2. The first assessment task about your knowledge translation plan is a presentation, the second task is a written assignment. For your presentation and written paper (20 pages maximum), using the information you have covered in this course, describe your knowledge translation plan to address the evidence-to-practice gap you outlined in Assignment #1 and #2. Address the following points:

- Evidence-to-practice gap: Briefly summarise the clinical practice problem including the quality and strength of evidence for your proposed solution (revised and brief version of assignment #2);
- KT goals: Clearly describe your KT goals for your KT plan;
- Theoretical framework: Describe the theoretical framework/s you will be using to guide the implementation of your proposed solution and provide a rationale for its/their use;
- Context, barriers and facilitators: Describe the context, important barriers and facilitators to this implementation problem considering the perspectives of relevant stakeholders and provide a summary of known barriers/facilitators from the literature (with relevant citations);
- Stakeholders: Identify the important stakeholders in solving this implementation problem and discuss their role in the process, and how you will engage the stakeholders;
- Knowledge translation intervention: Describe your proposed solution to address this problem. What is the proposed intervention(s) to implement the solution that will

overcome the identified barriers and/or support the facilitators? What is the research evidence to support your interventions?

- Evaluation: Describe your evaluation plan to assess whether the proposed knowledge translation intervention had the desired practice change. What are your evaluation objectives? What are your key indicators (process and outcome) for assessing whether the proposed knowledge translation intervention(s) to implement the solution has had the desired effects on practice. What is your evaluation design?
- Sustainability: How can such a change be sustained or scaled up to address the problem on a larger scale (if demonstrated to be effective).

On successful completion you will be able to:

- Demonstrate advanced knowledge and understanding of key terms, definitions, frameworks, theories and approaches to knowledge translation
- Demonstrate advanced knowledge of a systematic process for identifying potential barriers and facilitators to providing a solution to an identified evidence-to-practice gap in clinical practice
- Effectively communicate about the design of a knowledge translation intervention to address an evidence-to-practice gap in clinical practice, including a plan for evaluation

Knowledge translation plan #2

Due: **6th November 2019**

Weighting: **35%**

This is second of two assessment tasks about your knowledge translation plan, this being the written assignment. See above (Knowledge translation plan #1) for a description of these two assessment tasks.

On successful completion you will be able to:

- Demonstrate advanced knowledge and understanding of key terms, definitions, frameworks, theories and approaches to knowledge translation
- Demonstrate advanced knowledge of a systematic process for identifying potential barriers and facilitators to providing a solution to an identified evidence-to-practice gap in clinical practice
- Effectively communicate about the design of a knowledge translation intervention to address an evidence-to-practice gap in clinical practice, including a plan for evaluation

Delivery and Resources

Delivery mode

The unit will be delivered via an interactive workshop-style. There will be readings assigned for each week that students will be expected to read in advance of each week's session.

Unit Web Page

You can log in to iLearn learning system using the link below:

<http://ilearn.mq.edu.au>

Unit Schedule

Week	Date	Topic	Readings
1	31st July	Overview of the unit Introduction to KT KT Terms and definitions Integrated and end-of-grant KT	Straus et al. (2013): Chapter 1.1 Grimshaw, et al. Knowledge translation of research findings. Implement Sci 2012;7(1):50: https://implementationscience.biomedcentral.com/articles/10.1186/1748-5908-7-50
2	7th August	"The K in KT" Knowledge synthesis Principles of evidence-based practice Critical appraisal framework	Straus et al. (2013): Chapter 2.0, 2.1, 2.2 and 2.3 Grol et al (2013): Chapter 6: Clinical practice guidelines as a tool for improving patient care Brouwers et al. AGREE II: advancing guideline development, reporting and evaluation in health care. CMAJ 2010;182(18):E839-42: http://www.cmaj.ca/content/182/18/E839.long
3	14th August	Identifying evidence to practice gaps Introduction to KT theories and frameworks	Straus et al. (2013): Chapters 3.0, 3.1 and 3.2 Straus et al. (2013): Part 4 (Chapters 4.1, 4.2, 4.3, 4.4 and 4.5) Grol et al (2013): Chapter 2. Theories on implementation of change in healthcare Nilsen P. Making sense of implementation theories, models and frameworks. Implement Sci 2015;10:53 http://www.implementationscience.com/content/10/1/53
4	21st August	Assignment #1: Student presentations	
5	28th August	Approaches to the identification and measurement of barriers and facilitators to KT	Straus et al. (2013): Chapter 3.3a and 3.3b
6	4th September	Introduction to KT interventions Approaches to developing KT interventions KT interventions relevant to aging and health Assignment 2: Written assignment due (4/9/19 @ 5pm)	Straus et al. (2013): Chapter 3.4 (a-i) Grol et al (2013): Chapter 10. Development and selection of strategies for improving patient care <i>Optional:</i> Grol et al (2013), Part V, Strategies for change

7	11th September	[no face-to-face] Revision	
Break 18/9/19 and 25/9/18			
8	2nd October	Integrated KT and potential stakeholders Assignment 3: Intervention mapping activity due (2/10/19 @ 5pm)	Straus et al. (2013): Chapter 1.2; Chapter 3.7b
9	9th October	Development of a KT Plan	Straus et al. (2013): Chapter 2.4 Canadian Institute of Health Research (CIHR). Guide to Knowledge Translation Planning at CIHR: Integrated and End-of-Grant Approaches, 2012. http://www.cihr-irsc.gc.ca/e/documents/kt_lm_ktplan-en.pdf
10	16th October	Evaluation and Sustainability Dissemination and monitoring knowledge use	Straus et al. (2013) Chapters 3.5, 3.6, 5.1 and 5.2 Portela et al. How to study improvement interventions: a brief overview of possible study types. BMJ Qual Saf 2015;24(5):325-36 http://pmj.bmj.com/content/91/1076/343.long
11	23rd October	Discussion of assignment plan Course wrap-up	<i>No readings this week</i>
12	30th October	Student presentations	
13	6th November	Written assignment due 6th November 2019 @ 5.00PM	

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)

- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](https://students.mq.edu.au/support/study/student-policy-gateway) (<https://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>).

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/study/getting-started/student-conduct>

Results

Results published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au or if you are a Global MBA student contact globalmba.support@mq.edu.au

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

If you are a Global MBA student contact globalmba.support@mq.edu.au

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

Learning outcomes

- Demonstrate advanced knowledge and understanding of key terms, definitions, frameworks, theories and approaches to knowledge translation
- Evaluate the process of conducting a systematic review and developing clinical practice guidelines, with consideration of strength of evidence and implications for clinical practice

Assessment tasks

- Evidence-to-practice gap #1
- Evidence-to-practice gap #2
- Knowledge translation plan #1
- Knowledge translation plan #2

PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

Learning outcomes

- Demonstrate advanced knowledge and understanding of key terms, definitions, frameworks, theories and approaches to knowledge translation
- Evaluate the process of conducting a systematic review and developing clinical practice

guidelines, with consideration of strength of evidence and implications for clinical practice

- Synthesise, critically appraise and summarise evidence to support the existence of an evidence-to-practice gap in clinical practice
- Demonstrate advanced knowledge of a systematic process for identifying potential barriers and facilitators to providing a solution to an identified evidence-to-practice gap in clinical practice
- Effectively communicate about the design of a knowledge translation intervention to address an evidence-to-practice gap in clinical practice, including a plan for evaluation

Assessment tasks

- Evidence-to-practice gap #1
- Evidence-to-practice gap #2
- Intervention mapping
- Knowledge translation plan #1
- Knowledge translation plan #2

PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

Learning outcomes

- Evaluate the process of conducting a systematic review and developing clinical practice guidelines, with consideration of strength of evidence and implications for clinical practice
- Synthesise, critically appraise and summarise evidence to support the existence of an evidence-to-practice gap in clinical practice
- Demonstrate advanced knowledge of a systematic process for identifying potential barriers and facilitators to providing a solution to an identified evidence-to-practice gap in clinical practice

Assessment tasks

- Evidence-to-practice gap #1
- Evidence-to-practice gap #2
- Intervention mapping

- Knowledge translation plan #1
- Knowledge translation plan #2

PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

Learning outcomes

- Demonstrate advanced knowledge and understanding of key terms, definitions, frameworks, theories and approaches to knowledge translation
- Effectively communicate about the design of a knowledge translation intervention to address an evidence-to-practice gap in clinical practice, including a plan for evaluation

Assessment tasks

- Evidence-to-practice gap #1
- Evidence-to-practice gap #2
- Knowledge translation plan #1
- Knowledge translation plan #2