

HM733 – Knowledge Translation in Healthcare Practice and Management Course Outline

COURSE OBJECTIVE/ DESCRIPTION

This course is designed for healthcare practitioners and managers who want to acquire an understanding of knowledge translation (KT) and be able to apply knowledge translation principles to practice and health management. The course emphasizes understanding what knowledge translation is, the relationship between knowledge translation and evidence-based practice, the dominant theories, models, and frameworks that are used in knowledge translation, how knowledge translation is achieved, and various tools and resources useful for knowledge translation.

LEARNING OUTCOMES/OBJECTIVES

Upon completion of this course learners will be able to:

1. Explain the concept of knowledge translation and describe its relevance to health management.
2. Describe what an evidence-to-practice gap is and why it is relevant to health care, and to the learner's own work environment.
3. Describe key theories and frameworks relevant to knowledge translation and apply at least one to an evidence-to-practice gap relevant to the learner.
4. Provide a rationale for the selection of a relevant theory to the learner's evidence-to-practice gap.
5. Describe ways in which individuals, professions, and systems all combine to create barriers and facilitators to knowledge translation.
6. Discuss the complexity of knowledge translation for individuals, programs, and systems.
7. Identify methods of knowledge translation that are effective.
8. Describe tools and resources relevant to the application and evaluation of knowledge translation in practice.
10. Design a knowledge translation strategy for an evidence-to-practice gap in the learner's work setting.
11. Communicate ideas related to understanding an evidence-to-practice gap and a related knowledge translation strategy verbally and in writing.

INSTRUCTOR INFORMATION

Course Coordinator/Instructor: Andrea Cross

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Course Coordinator/Instructor: Vanessa Tomas

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Course Instructor: Kathryn Wise

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Teaching Assistant: Y.V. Raghava Neelapala

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The course instructors may be contacted at the above email addresses. Most questions and concerns can be addressed via email. If a matter requires more personal contact, the student may arrange a phone call.

MODES OF STUDY

This course is delivered in an online format, using Avenue to Learn (A2L or Avenue) as the delivery system. Topics are explored through a review of documents, online materials, course assignments, case studies, and online discussions. Students are expected to be adult learners who will independently read course content posted on the A2L course website, watch weekly course content videos, analyze information, and share their new knowledge and understanding with their peers so that they learn from each other as well as from the instructors. Students will use course content posted on A2L, reading, videos, and texts as resources for learning. Instead of face-to-face small group discussions, students will interact online with other students and the course instructors.

Typically, discussions will occur asynchronously (not in real time) as this enables students from different time zones to participate more easily and to organize their learning activities around work, family and personal demands. Live chat rooms and video links may be used when needed by students. The instructor and students will also maintain contact as necessary by email and/or Zoom.

NOTE: Content of online discussions are confidential and not to be shared with individuals outside of the class unless permission has been provided by the author.

TECHNICAL REQUIREMENTS

Students require access to a computer that meets the MHM program technical requirements and access to the Internet on a regular basis. Learners must have an active McMaster email account and web browser. The course will be delivered through the A2L system at McMaster.

REQUIRED TEXTBOOKS

There are no required textbooks for this course.

EVALUATION

Learning in this course comes from readings, videos, online discussion and participation, preparation of assignments, reflection and analysis. All work will be evaluated on an individual basis.

Components and Weights

Name of component	Description of component	Weight	Due Date/Time
Participation in Online Learning Activities	Actively participate in online activities to build knowledge and skills for assignments, and share ideas and experiences with others.	20%	See Schedule for details
Assignment #1 – Identifying the problem*	Determine a significant evidence-to-practice gap in your field. Describe the nature of the gap, the literature that supports the desired change, and the importance of the issue. <i>2 double spaced pages</i>	10%	End of Week 4
Assignment #2 – Adapt knowledge to the local context & Barriers/Facilitators Assessment	Apply the first three steps of the KTA cycle to an evidence-to-practice gap. Includes designing a barriers & facilitators assessment. <i>4 double spaced pages</i>	25%	End of Week 8
Assignment #3 – KTA Presentation &	Develop a detailed evidence-informed KT plan to address a	45%	Presentations during Week 12

Proposal Paper	defined evidence-to-practice gap. Includes both a written paper and an online presentation. <i>Paper – 8 double spaced pages</i>		and Paper due end of Week 13
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***Please note that Assignments 1, 2, and 3 are related.**

Percentage Letter:

90-100	A+	77-79	B+
85-89	A	73-76	B
80-84	A-	70-72	B-
		0-69	F

COURSE CONTENT AND SCHEDULE

This course is composed of 13 sessions over a 13-week term. Each of the first 11 sessions includes objectives, reading assignments, videos, and study questions and/or exercises. The content of each of these modules is contained within the “Weekly Sessions” folder of the website. The final two sessions will be devoted to student projects where the students will present their projects to their peers in Week 12 and prepare/submit their final paper in Week 13.

A more detailed week-by-week description of topics, activities, and required reading is posted online (under the content section of the A2L course site) prior to the first week of the course. Students should become familiar with the A2L site, obtain required/suggested textbooks, and complete the first week’s required readings as early as possible.

Participation and online discussion questions (20% of total mark):

In place of traditional lectures and class discussions, we will use posted messages as a means of group communication. Sessions will be active for seven days; each session begins at 8am EST on Monday and ends at 11:59 pm EST on the Sunday. Each week, students will be required to respond to the discussion question in the online “Discussions” subfolder for that session.

Students are expected to share ideas and experiences related to the topics presented during online discussions. Students are expected to post at least one main response to each weekly question(s) and to participate in the overall discussion by commenting on other students’ responses (at least 1 peer response per week). Posting should be reflective, concise, and respectful. Make sure you are adding value and not simply repeating what others have already said. The course instructors will limit their participation so as not to overly influence the direction of the discussion. To further facilitate discussion, students in each course section may

be further divided into groups. If groups are formed, information about which group students have been assigned to will be posted on the A2L site in the Announcement Section.

Assignment #1: Identifying the Problem (10%)

This paper provides an opportunity for learners to explore an evidence-to-practice gap relevant to healthcare management in their own work environment. The paper should include a description of the gap (both current program/practice/policy as well as desired program/practice/policy), the literature that supports the desired program/practice/policy and the importance of the issue to healthcare management.

Assignment #2: Adapt knowledge to the local context and Barriers/Facilitators Assessment (25%)

This assignment provides learners with the opportunity to further explore and apply the first three steps of the action cycle of the KTA framework (identify/review the problem, adapt knowledge to the local context, and assess barriers and facilitators to knowledge use). Learners are to consider current theories in knowledge translation, in addition to the KTA Framework, as a mechanism to help understand their gap and the associated barriers and facilitators.

Assignment #3: KT Strategy Proposal Paper & Presentation (45%)

This assignment requires the learner to apply all steps of the action cycle of the KTA framework to a specific evidence-to-practice gap, and to outline the major concepts covered in the course. Learners are asked to develop a detailed, theoretically based KT plan to a current gap in their organization, profession, or health care system. Learners are asked to consider multiple levels of the strategy (individual, departmental, organizational). The learner will present their KT plan in online presentation sessions with their peers, as well as through an 8-paged, double-spaced paper. Learners will consider current theories in knowledge translation, in addition to the Knowledge-to-Action Framework, as a mechanism to help understand and close their gap.

REFERENCING

All submitted assignments should use formal APA (American Psychological Association) referencing format, 7th edition (2019). A link to a summary APA style guide can be found below. Referencing within online posts may be less formal (students need to provide sufficient information so that the material referenced may be easily found).

Purdue Online Writing Lab – APA (7th Edition)

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/apa_changes_7th_edition.html

PENALTY FOR LATE SUBMISSION

Deadlines for assignments are set. All work must be submitted to the A2L Dropbox on the due date/time as stated in the Course Outline. Do not submit work by email. Late assignments will be penalized 10% for every 24 hours, or part thereof, they are submitted past their due date and time. If you anticipate being unable to complete an assignment on the due date, please contact the instructor prior to the due date. Requests for extensions will not be considered within 48 hours of the deadline except under extenuating circumstances.

ACADEMIC INTEGRITY

It is the student's responsibility to understand what constitutes academic integrity. Please refer to the University Senate Academic Integrity Policy. This policy describes the responsibilities, procedures, and guidelines for students and faculty should a case of academic integrity arise. A breach of academic integrity is defined as to knowingly act or fail to act in a way that results, or could result, in unearned academic credit or advantage. Please refer to the policy for a list of examples. The policy also provides faculty with procedures to follow as well as general guidelines for penalties. All work that students submit must be own work (original) and include proper citations when work is copied or paraphrased.

A web-based service (Turnitin) to reveal originality may be used. Students are expected to submit their work electronically to the A2L Dropbox. Students who do not wish to have their work assessed through Turnitin must advise their instructor in writing at the beginning of the term. This student will submit their assignment as well as all rough drafts as an appendix to the instructor using a mutually agreed to process. No penalty will be assigned to a student who does not wish to have their work assessed through Turnitin. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., online search, etc.). For further information, related to the Academic Integrity Policy or the use of Turnitin, please refer to the Office of Academic Integrity at: www.mcmaster.ca/academicintegrity.

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smaller sections of a publication that cumulatively cover over 10% of the total work's content. Please refer to the following guide for more information: www.copyright.mcmaster.ca

STUDENT ACCOMMODATION

Individuals who may require reasonable accommodation (an individualized adaptation or adjustment made to provide a person with a disability with equitable and non-discriminatory opportunities for participation) are encouraged to contact Student Accessibility Services (SAS). In collaboration with SAS, the student creates an accommodation plan. Prior to the beginning of each course, the student will provide the Course Instructor with the SAS approved accommodation letter. Together we will discuss how each accommodation will be provided. You will be required to follow the policies and procedures of McMaster University, Faculty of Business, and Faculty of Health Sciences. www.sas.mcmaster.ca.

POTENTIAL MODIFICATIONS TO THE COURSE

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check their McMaster email and A2L course site frequently during the term.