

The University of Western
Ontario School of Health Studies

Health Sciences 4240G (Winter 2015)
Knowledge Translation in Health
Course Outline

Instructor: Shauna M. Burke, PhD
Email: sburke9@uwo.ca
Class time: Fridays 11:30am – 2:30pm
Class location: HSB 9
Office Hour: Mondays 10:00am – 11:00am

Teaching Assistant (TA)	E-mail	Office Hours
Kyoko Wada	kwada@uwo.ca	By appointment

A. Course Description

The objective of this course is to have students gain an understanding of “how can we support the use of research”. In order to accomplish this, the course will address how knowledge is created, the process by which knowledge is implemented, and how knowledge is exchanged and evaluated. The course is an essay course.

One hour of class time each week (Fridays 1:30pm – 2:30pm) will be allotted to partner or small group work. We will NOT meet as a group during this time, however students are responsible for meeting with their partner or small group on a weekly basis to work on class assignments or case studies.

B. Course Objectives

1. To develop students’ understanding of knowledge translation.
2. To learn about and compare various theories and conceptual frameworks related to knowledge translation.
3. To provide students with an opportunity to learn about knowledge translation interventions via a critical analysis of the literature and two case studies.

An additional goal of HS 4800G is to provide students with an opportunity for the continued development of reasoning, writing, and research skills. More specifically, students will gain and/or develop:

- ✓ An understanding of the role of research evidence in the field(s) of health studies and knowledge translation
- ✓ Knowledge of the methods and designs used in health-related knowledge translation research
- ✓ An in-depth knowledge of all aspects of scholarly writing, including ethical guidelines and American Psychological Association (APA) formatting
- ✓ An understanding of the grant process (including expectations and requirements regarding knowledge translation), from conception to submission
- ✓ Knowledge and experience related to creating and maintaining an academic CV

C. Optional Text and Readings

Publication Manual of the American Psychological Association (2010, Sixth Edition). American Psychological Association.

Students will be assigned several readings throughout the duration of the course. These readings correspond to the lecture topics and will be identified prior to each lecture. Most readings are noted on the course outline. You will be asked to: (a) locate and print/save the article using the full reference provided on the course outline; or (b) access the link or digital copy posted on OWL (located by logging in to WebCT OWL: <http://owl.uwo.ca/>). Additional readings may be assigned and/or posted on the course website at any time. Students are responsible for the content of all required readings.

D. Evaluation (see Detailed Evaluation Information for details)

- Class Attendance and Participation (15%)
- Assignment #1: Who Uses Research in Public Health? (20%) **Due Feb 27 (Partner)**
- Case Study Reflections (Total—30%; 15% each) **Due Feb 6, Mar 13 (Group)**
- Final Paper: Dissemination Plan (35%) **Due Mar 27 (Partner)**

Lateness: *Hard copies of all assignments are due at the beginning of class on the due date. All late assignments/papers will receive an automatic 5% deduction if not handed in by the end of class on the assigned due date and a subsequent 5% deducted for every 24 hour period after the due date.*

E. Course Agenda

Week	Topic(s)
Week 1 Jan 9, 2015	WELCOME <ul style="list-style-type: none">• Course Overview• Introduction to Knowledge Translation <p><i>Readings (for next week):</i></p> <ol style="list-style-type: none">1. Belluz, J. (2012). Good science vs. bad science. <i>Macleans.ca</i>. Retrieved November 12, 2014 from http://www2.macleans.ca/2013/01/10/good-science-vs-bad-science/.2. Graham, I. D., Logan, J., Harrison, M. B., Straus, S. E., Tetroe, J., Caswell, W., & Robinson, N. (2006). Lost in knowledge translation: Time for a map? <i>Journal of Continuing Education in the Health Professions</i>, 26(1), 13-24.3. <i>Optional Text Reading:</i> Manuscript structure and content (2010). In <i>Publication Manual of the American Psychological Association</i> (6th Edition, pp. 21-59). Washington, DC: American Psychological Association.
Week 2 Jan 16, 2015	FOUNDATIONS IN SCHOLARLY WRITING AND RESEARCH <ul style="list-style-type: none">• The Nature of Research• Generation of the Evidence-Based Research Question <p><i>Readings (for next week):</i></p> <ol style="list-style-type: none">1. <i>Preparing manuscripts for publication in psychology journals: A guide for new authors</i> (2010). American Psychological Association, Washington, DC.2. <i>Optional Text Reading:</i> The publication process (2010). In <i>Publication Manual of the American Psychological Association</i> (6th Edition, pp. 225-243). Washington, DC: American Psychological Association.

<p>Week 3 Jan 23, 2015</p>	<p>FOUNDATIONS IN SCHOLARLY WRITING AND RESEARCH (cont'd)</p> <ul style="list-style-type: none"> • The Art of Scientific Writing • The Publication Process <p><i>Readings (for next week):</i></p> <ol style="list-style-type: none"> 1. Maggio, L. A., Tannery, N. H., & Kanter, S. L. (2011). Reproducibility of literature search reporting in medical education reviews. <i>Academic Medicine</i>, 86(8), 1049-1054. 2. <i>Optional Text Reading: Writing clearly and concisely</i> (2010). In <i>Publication Manual of the American Psychological Association</i> (6th Edition, pp. 61-86). Washington, DC: American Psychological Association.
<p>Week 4 Jan 30, 2015</p>	<p>KNOWLEDGE SYNTHESIS: INTRODUCTION</p> <ul style="list-style-type: none"> • Database Searching <p><i>Readings (for next week):</i></p> <ol style="list-style-type: none"> 1. Tugwell, P., Robinson, V., Grimshaw, J., & Santesso, N. (2006). Systematic reviews and knowledge translation. <i>Bulletin of the World Health Organization</i>, 84, 643-651. 2. Moher, D., Liberati, A., Tetzlaff, J., & Altman, D. G., (2009). Preferred reporting items for systematic reviews and meta-analyses: The PRISMA Statement. <i>Annals of Internal Medicine</i>, 151(4), 264-269. 3. <i>Optional Text Reading: Meta-Analysis Reporting Standards (MARS)</i>. (2010). In <i>Publication Manual of the American Psychological Association</i> (6th Edition, pp. 251-252). Washington, DC: American Psychological Association.
<p>Week 5 Feb 6, 2015</p>	<p><u>CASE STUDY #1 DUE</u></p> <ul style="list-style-type: none"> • Case Study #1 Discussion <p>KNOWLEDGE SYNTHESIS (cont'd)</p> <ul style="list-style-type: none"> • Knowledge Creation • Systematic Reviews and Meta-Analyses: An Introduction and Overview <p><i>Readings (for next week):</i></p> <ol style="list-style-type: none"> 1. Cleary, M., Walter, G., & Jackson, D. (2013) Editorial: 'Is that for real?': Curriculum vitae padding. <i>Journal of Clinical Nursing</i>, 22, 2363-2365. 2. Chapnick, A. (2009). How to ask for a reference letter. University Affairs. Retrieved from http://www.universityaffairs.ca/how-to-ask-for-a-reference-letter.aspx?utm_source=newsletternov12_14&utm_medium=email&utm_content=top5_refletter&utm_campaign=ataglaceEN&utm_source=University+Affairs+e-newsletter&utm_campaign=814a26bdd7-At+a+Glance+Nov12+2014&utm_medium=email&utm_term=0_314bc2ee29-814a26bdd7-425269621. 3. <i>Optional Text Reading: Writing for the behavioral and social sciences</i> (2010). In <i>Publication Manual of the American Psychological Association</i> (6th Edition, pp. 9-20). Washington, DC: American Psychological Association.

<p>Week 6 Feb 13, 2015</p>	<p>YOU—THE RESEARCHER AND/OR KNOWLEDGE USER</p> <ul style="list-style-type: none"> • Academic CVs • Graduate School/Professional Applications <p><i>Readings (for next week):</i></p> <ol style="list-style-type: none"> 1. Gagnon, M. L. (2011). Moving knowledge to action through dissemination and exchange. <i>Journal of Clinical Epidemiology</i>, 64, 25-31. 2. Bernhardt, J. M., Mays, D., & Kreuter, M. W. (2011). Dissemination 2.0: Closing the gap between knowledge and practice with new media and marketing. <i>Journal of Health Communication</i>, 16, 32-44. 3. <i>Optional Text Reading: The mechanics of style</i> (2010). In <i>Publication Manual of the American Psychological Association</i> (6th Edition, pp. 87-124). Washington, DC: American Psychological Association.
<p>Reading Week (Feb 16-20, 2015)</p>	
<p>Week 7 Feb 27, 2015</p>	<p><u>ASSIGNMENT #1 DUE</u></p> <p>KNOWLEDGE DISSEMINATION</p> <ul style="list-style-type: none"> • Identifying the Audience • Dissemination Activities • Working with the Media <p><i>Readings (for next week):</i></p> <ol style="list-style-type: none"> 1. Tetroe, J. (2007). <i>Knowledge translation at the Canadian Institutes of Health Research: A Primer</i>. Focus: Technical Brief No. 18. A Publication of the National Center for the Dissemination of Disability Research (NCDDR). 2. Ruppertsburg, A., Ward, V., Ridout, A., & Foy, R. (2014). The development and application of audit criteria for assessing knowledge exchange plans in health research grant applications. <i>Implementation Science</i>, 9, 93-98. 3. <i>Optional Text Reading: Displaying results</i> (2010). In <i>Publication Manual of the American Psychological Association</i> (6th Edition, pp. 125-167). Washington, DC: American Psychological Association.
<p>Week 8 Mar 6, 2015</p>	<p>KNOWLEDGE EXCHANGE</p> <ul style="list-style-type: none"> • Knowledge Users • Mutual Learning • Grant Writing and Knowledge Exchange Plans <p><i>Readings (for next week):</i></p> <ol style="list-style-type: none"> 1. Meyer, M. (2010). The rise of the knowledge broker. <i>Science Communication</i>, 32(1), 118-127. 2. Greenhalgh, T., & Weiringa, S. (2011). Is it time to drop the 'knowledge translation' metaphor? A critical literature review. <i>Journal of the Royal Society of Medicine</i>, 104, 501-509. 3. <i>Optional Text Reading: Crediting sources</i> (2010). In <i>Publication Manual of the American Psychological Association</i> (6th Edition, pp. 169-192). Washington, DC: American Psychological Association.

Week 9 Mar 13, 2015	<u>CASE STUDY #2 DUE</u> <ul style="list-style-type: none"> • Case Study #2 Discussion <p>KNOWLEDGE EXCHANGE (cont'd)</p> <ul style="list-style-type: none"> • Knowledge Brokering • Gaps and Limitations? <p><i>Readings (for next week):</i></p> <ol style="list-style-type: none"> 1. Dobbins, M., Hanna, S. E., Ciliska, D., Manske, S., Cameron, R., ... Robeson, P. (2009). A randomized controlled trial evaluating the impact of knowledge translation and exchange strategies. <i>Implementation Science, 4</i>, 61-77. 2. Estabrooks, C. A., Thompson, D. S., Lovely, J. E., & Hofmeyer, A. (2006). A guide to knowledge translation theory. <i>The Journal of Continuing Education in the Health Professions, 26</i>, 25-36. 3. Shaw, L. (2012). Getting the message across: Principles for developing brief-Knowledge Transfer (b-KT) communiqués. <i>Work, 41</i>, 477-481.
Week 10 Mar 20, 2015	THE KNOWLEDGE TO ACTION PROCESS <ul style="list-style-type: none"> • Knowledge to Action Cycle • Theories and Models • Brief Knowledge Transfer <p><i>Readings (for next week):</i></p> <ol style="list-style-type: none"> 1. <i>Optional Text Reading: Reference examples (2010).</i> In <i>Publication Manual of the American Psychological Association</i> (6th Edition, pp. 193-224). Washington, DC: American Psychological Association.
Week 11 Mar 27, 2015	<u>FINAL PAPERS DUE</u> COURSE WRAP-UP
Good Friday (Apr 3, 2015)	

General Course Policies and Procedures

Rounding of Grades

These are practices some students request. These practices will not occur in this course. The edges of this course are clear and sharp. The mark attained is the mark you achieved and the mark assigned; there is no rounding to the next grade level, and there is no re-weighting of assignments. Please do not ask me to do this for you. It degrades my experience as your professor and your experience as a student. We both have an appreciation of high standards.

Course Website (OWL Sakai)

All students in this course need to use OWL to access resources used in this course such as PowerPoint (lecture) handouts, additional handouts and/or readings, and this course outline. Students are responsible to check the OWL site regularly for this course for updates and announcements. Additionally, due to changes in privacy legislation, grades will only be provided to you through the course website – I will not, under any circumstance, convey grades via email or over the phone.

OWL is an electronic shared space that will be used frequently throughout the course for a variety of purposes. Please interact respectfully on this shared e-space. The privilege of contributing to the site can be revoked if deemed necessary.

Please contact Instructional Technology Services (ITS) for difficulties in accessing OWL Sakai at (519) 661-3800, or <https://servlet.uwo.ca:8081/helpdesk/index.jsp>.

E-mail

The course TA and myself are happy to answer your questions via e-mail, but please limit your e-mail questions to administrative matters only. Questions on course content will not typically be answered, as they should be: (a) raised during class time, or (b) asked during office hours or scheduled meetings with myself or your assigned TA.

Please note that you must use your UWO email address for all correspondence regarding this course.

Lecture Attendance

Students are expected to: (a) attend all classes; and (b) participate actively in each class through informed discussions.

Use of Cellphones During Class

The use of cell phones is prohibited during lectures for any reason including taking pictures of the instructor or lecture material. Please ensure that all cellphones or other communication devices are turned off or have their ringers silenced during lectures. Students may be asked to turn off such equipment or to leave the classroom if their activities are disruptive to the instructor and/or other students.

Use of Laptops During Class

The use of laptops is permitted for use in the classroom for note-taking purposes only. Students may be asked to close laptops or to leave the classroom if their activities are disruptive to the instructor and/or other students.

Use of Recording Devices and Cameras During Class

You do not have my permission to make audio or video recordings of lectures, or to take pictures of lecture material.

ADDITIONAL STATEMENTS

Student Code of Conduct

The purpose of the Code of Student Conduct is to define the general standard of conduct expected of students registered at The University of Western Ontario, provide examples of behaviour that constitutes a breach of this standard of conduct, provide examples of sanctions that may be imposed, and set out the disciplinary procedures that the University will follow. For more information, visit <http://www.uwo.ca/univsec/board/code.pdf>.

English Proficiency for the Assignment of Grades

Visit the website <http://www.uwo.ca/univsec/handbook/exam/english.pdf>.

Accommodation for Medical Illness or Non-Medical Absences

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

The University recognizes that a student's ability to meet his/her academic responsibilities may, on occasion, be impaired by medical illness. Illness may be acute (short term), or it may be chronic (long term), or chronic with acute episodes. The University further recognizes that medical situations are deeply personal and respects the need for privacy and confidentiality in these matters. However, in order to ensure fairness and consistency for all students, academic accommodation for work representing 10% or more of the student's overall grade in the course shall be granted only in those cases where there is documentation indicating that the student was seriously affected by illness and could not reasonably be expected to meet his/her academic responsibilities.

A Western Student Medical Certificate (SMC) is required where a student is seeking academic accommodation. This documentation should be obtained at the time of the initial consultation with the physician or walk-in clinic. An SMC can be downloaded under the Medical Documentation heading of the following website:

<https://studentservices.uwo.ca/secure/index.cfm>.

Documentation is required for non-medical absences where the course work missed is more than 10% of the overall grade. Students may contact their Faculty Academic Counselling Office for what documentation is needed.

Whenever possible, students who require academic accommodation should provide notification and documentation in advance of due dates, examinations, etc. Students must follow up with their professors and their Academic Counselling office in a timely manner. Documentation for any request for accommodation shall be submitted, as soon as possible, to the appropriate Academic Counselling Office of the student's Faculty of registration. For Health Studies students, you may go to the School of Health Studies Office in HSB room 222.

Scholastic Offences

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 website:

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

Additionally, 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 The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

Support Services

There are various support services around campus and these include, but are not limited to:

1. Student Development Centre -- <http://www.sdc.uwo.ca/ssd/>
2. Student Health -- <http://www.shs.uwo.ca/student/studenthealthservices.html>
3. Registrar's Office -- <http://www.registrar.uwo.ca/>
4. Ombuds Office -- <http://www.uwo.ca/ombuds/>