

UNIVERSITY OF GUELPH
College of Social and Applied Human Sciences
Department of Family Relations and Applied Nutrition

FRAN*6221 EBP and Knowledge Translation

Winter 2021

Wednesdays 2:30 - 5:20

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Course Description and Objectives

The principles of evidence-based practice are examined using various examples of psychosocial, behavioural and health interventions. The levels of evidence, criteria for efficacy and effectiveness, and the importance and limitations of evidence-based practice will be evaluated. The process of moving knowledge derived from high quality evidence into practice will be appraised throughout the course. Students will have the opportunity to build knowledge in their own areas of interest.

This course is focussed on the process of determining high quality evidence and knowledge translation which have become vital in research and practice. Evidence-based practice and policy decision-making have been adopted by many disciplines. The methods of evaluating and incorporating evidence into practice and policy-decisions will be examined. Synthesis research will be reviewed as an important method for the creation of knowledge and facilitation of knowledge uptake. The complexities of evidence-informed decision making will be discussed.

Knowledge translation and related concepts, such as exchange, mobilization, brokers and implementation science will be reviewed. The theory and practice of knowledge translation will be examined. The facilitators and barriers, and the strategies and tools of knowledge translation will be reviewed. A major component of the course involves an exploration of knowledge translation interventions and their effectiveness.

Research funding agencies and governments have placed a high priority on knowledge translation for practitioners, managers, policy makers and investigators. Thus, two broad categories, end of grant and integrated knowledge translation, will be reviewed.

Learning Outcomes:

1. An acquaintance with the philosophy of science
2. The development of knowledge and skills for evaluating knowledge and presenting evidence of intervention effectiveness
3. The development of an understanding of the processes involved in moving knowledge derived from high quality evidence into practice.
4. An examination of strategies and tools for knowledge translation and implementation
5. An examination of effective knowledge translation intervention generally and in students' own disciplines
6. Further development of communication skills in presenting ideas in a scholarly manner

While many of the readings are taken from medical journals, this course is intended for investigators, doctoral students and advanced master's students across health and social sciences.

Prerequisite: Adequate knowledge of research methods.

Instructional Methods

The course will be delivered through an interactive format which includes readings, lectures, class discussion and written assignments.

Course Assignments

Course assignments are individually prepared papers and a presentation that demonstrate critical thinking and literacy skills. The assignments are broadly described to give class members the opportunity to develop the topic according to their interests. More details will be provided in class.

1. Scientific paper (10%). As a means of becoming acquainted with the course materials and one another, write a review on one of the studies used to support CONSORT to demonstrate understanding of quality of research and communication skills. (Length ~ one page due Jan 27). Details will be reviewed in class.
2. Scientific paper on evidence-based practice (20%.) You can critique journal articles or review the use of evidence within a profession or review and critique the scientific evidence on an intervention of interest to you. The purpose of this exercise is to encourage careful reading, stimulate original thinking and enhance written communication skills. (Length is ~3 pages, due Feb 24).
2. Knowledge Utilization or KT Presentation (20%). Prepare a review and critique of the cognitive or behavioural theory or theories underlying decision-making or KT interventions in a setting of interest to you (e.g., clinical, political, public health, organizational/institutional). (March 24 or 31. You may consider attitudes, human reasoning, rationale, bias, misinformation, politics, judgement, competency, self-efficacy, readiness for change, and other influences on decision-making.
3. Knowledge Translation Assignment (50%). For this assignment, you will develop a Knowledge Translation intervention in an area of your choosing. You could develop this assignment as an application for a KT grant. For this plan, identify the target audience and demonstrate an understanding of the facilitators and barriers to evidence-informed practice or policy. Indicate how the KT intervention will be evaluated. In the discussion, include a paragraph on the difficulties of (or issues relevant to) the translation of research into this practice (~8 pages, Due April 8)

| Course evaluation | Learning outcomes | Due date | % Final |
|-------------------|-------------------|----------------|---------|
| Paper 1 | 1,2 | Jan 27 | 10 |
| Paper 2 | 1-3 | Feb 24 | 20 |
| Presentation | 1-6 | March 24 or 31 | 20 |
| Paper 3 | 1-6 | April 8 | 50 |

Readings: Course readings are available electronically via the University of Guelph's library, Ares Course Reserve. Students may be directed to additional readings in accordance with the current Access Copyright licence.

Disclaimer

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings and academic schedules. Any such changes will be announced via CourseLink and/or class email. All University-wide decisions will be posted on the COVID-19 website [<https://news.uoguelph.ca/2019-novel-coronavirus-information/>] and circulated by email.

Illness

The University will not normally require verification of illness (doctor's notes) for fall 2020 or winter 2021 semester courses. However, requests for Academic Consideration may still require medical documentation as appropriate.

Regulations

The Graduate Academic Calendar is the source of information about the University of Guelph's procedures, policies and regulations which apply to graduate programs <https://www.uoguelph.ca/registrar/calendars/graduate/current/>

Please note: "Academic misconduct is behaviour that erodes the basis of mutual trust on which scholarly exchanges commonly rest, undermines the University's exercise of its responsibility to evaluate students' academic achievements, or restricts the University's ability to accomplish its learning objectives."

https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/sec_d0e2632.shtml

Standard Statements

E-mail Communication

As per university regulations, all students are required to check their <uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students.

When You Cannot Meet a Course Requirement

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. See the graduate calendar for information on regulations and procedures for Academic Consideration.

Drop Date

Courses that are one semester long must be dropped by the end of the last day of classes; two-semester courses must be dropped by the last day of classes in the second semester. The regulations and procedures for Dropping Courses are available in the Graduate Calendar.

Copies of out-of-class assignments

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

Accessibility

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required; however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to book their exams at least 7 days in advance, and not later than the 40th Class Day.

Additional information can be located here: www.uoguelph.ca/sas

Academic Misconduct

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy is detailed in the Graduate Calendar.

Recording of Materials

Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a

classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

Resources

The Academic Calendars are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs.

Please read the University of Guelph's policies on grades, rules, academic misconduct and related information.

<https://www.uoguelph.ca/registrar/calendars/graduate/current/pdffiles/genreg.pdf>