

Name of the module: KNOWLEDGE TO ACTION: LEARNING HOW TO DISSEMINATE AND IMPLEMENT EVIDENCE INTO POLICY & PRACTICE

Number of module: 483-28009

BGU Credits: 3

ECTS credits:

Academic year: 2020-2021

Semester: B

Hours of instruction: Independent and guided learning. Synchronous classes will be on select Monday evenings from 17:00-20:00 pm.

Location of instruction: online

Language of instruction: English

Cycle: Masters and PhD

Position: Advanced elective in the second year of studies

Field of Education: Public health, health policy, health administration, public policy

Responsible department: School of public Health

General prerequisites:

Grading scale: percentage

Course Description:

Evidence-informed public health is recognized as a foundational standard for developing program and policy interventions to improve population health and reduce health inequities. Research, evidence and knowledge need to play a central role not only in policy and program decision-making but also in the implementation of evidence-informed interventions.

However, many challenges exist to identifying the appropriate evidence, disseminating it to different stakeholders, and implementing it in different settings. *Accessing, assessing, applying and adapting the appropriate evidence* is a challenge across all health systems. Numerous approaches have been developed and used to assist in the *knowledge transfer and exchange* of appropriate and relevant evidence to stakeholders. *Implementation* is a multidimensional and inter-professional challenge and there is a need to evaluate interventions, frameworks, models and methods to implement evidence-based findings in the real world for impactful and sustainable change and utilization. This course is designed to support an understanding of concepts in the knowledge to action continuum: obtaining the necessary evidence, disseminating it and implementing it.

Aims of the module:

The primary goals of this course are to enhance students' critical assessment of evidence and practices in the context of knowledge transfer and exchange (KTE) and implementation science (IS) fields and how to practically apply their acquired knowledge to action.

Objectives of the module:

1. To learn how to identify and assess potentially relevant evidence to help policymakers and stakeholders use research evidence
2. Understanding and contrasting the concepts of evidence-informed policy, practice, and implementation
3. Understanding the rationale for KTE and IS, their synergies and differences by identifying the respective guiding frameworks, assessing multilevel barriers and facilitators, and addressing barriers and facilitators
4. Identifying tailored strategies for selecting, planning, implementing and evaluating evidence-informed programs, recognizing the importance of systems, partnerships and specific contexts to ensure effective and efficient dissemination, implementation and utilization

Learning outcomes of the module: On successful completion of the course, the student should be able to:

1. Acquire, assess, adapt and apply research evidence into practice
2. Apply the course concepts to practical exercises to translate research findings for relevance to other key stakeholders, including community partners, program developers, and policymakers
3. Critically evaluate knowledge translation approaches and frameworks and design sustainable policies and interventions/programs that are implementation-informed and adapted to fit local contexts

Attendance regulation: Students must attend at least 80% of the classes: those that do not will not be permitted to complete the course.

Teaching arrangement and method of instruction: The material will be delivered online through a mixture of asynchronous methods i.e., modules, podcasts, and synchronous methods i.e., lectures and discussions using an appropriate online application such as zoom.

Lecturers: Dr. Moriah Ellen, Professor
Nadav Davidovitch, Dr. Erica Di Ruggiero (U
of T)

Contact details:

Office phone: 08-647-2100

Email: ellenmo@bgu.ac.il

Office hours: Wednesdays from
12:00-13:00

Module evaluation: at the end of the
semester the students will evaluate the module,
in order to draw conclusions, and for the
university's internal needs

Confirmation: the syllabus was
confirmed by the faculty academic
advisory committee to be valid on
2020-2021

Last update: January 2021

Assessment:

1. Discussions	20%
2. Assignments/projects*	80%
a. Individual assignment (briefing note):	30%
b. Group project (evidence brief):	50%
<hr/>	
	100%

*All suspected cases of plagiarism will be dealt with according to the University's
guidelines

Work and assignments:

- Students are expected to actively participate in discussions and are encouraged to apply concepts and issues to their own academic interests
- Students are expected to prepare for and participate in a variety of exercises that focus on applying course concepts to their own interests, presenting these in class, and providing constructive peer feedback
- Course objectives will be met through class presentations, class discussion, a series of written assignments, and a final project. Requirements for assignments will be reviewed prior to their due dates. Student feedback on assignments is welcome and will be sought in an effort to continuously refine and improve course structure and content.

Time required for individual work: in addition to attendance in class, the students are expected to do their assignment and individual work. This will take approximately 3 hours per week.

Module Content\ schedule and outlines:

Week	Unit	Description	Content
1	1: What is the evidence?	This module will focus on assisting students in understanding how to find evidence to answer their policy, management and practice questions. The focus in these modules will be on evidence syntheses i.e. systematic reviews, scoping reviews, rapid reviews and evidence briefs. We will demonstrate to the students how to find established reviews, how to assess their quality and applicability, and how to apply them to different contexts.	Course introduction Importance of using evidence in decision making
2			How do you find established research and reviews?
3			Assessing the quality and applicability of the research & applying research findings to different contexts
4	2: Implementation science	Implementing the best available evidence in practice is a challenge that continues to baffle the health system. Practices such as using clinical practice guidelines or ensuring proper hand washing have seen minimal uptake: regardless of the numbers of educational interventions and reminders. In this module, we will learn from implementation science as to how to best implement evidence into practice: from identifying barriers to behaviour change, to properly aligning and evaluating interventions, the module will provide an overview of the best approaches in IS.	Introduction to theories and models in Implementation Science
5			Understanding the barriers and facilitators to getting evidence from implementation studies into day-to-day practice
6			Exploring tailored strategies for selecting, planning, implementing and evaluating research into practice.
7			Time to work on your briefing note
8	3: Knowledge transfer and exchange	This module will focus on the transfer, exchange and dissemination of evidence. Having the evidence, as they will learn in module 1, is only part of the process. Ensuring that this evidence gets into the right hands, in a manner that is understandable and useable by knowledge users, has been a challenge for decades. Over the last two decades, numerous approaches have been developed to support the transfer of knowledge to policymakers and decision makers. We will explore these approaches and explore their applicability in different contexts.	Understanding knowledge transfer and exchange, and the importance of evidence informed policymaking
9			Exploring push, pull and facilitating pull interventions in KTE
10			Stakeholder mapping and engagement
11&12			Hands on experience in implementing best practices in KTE
13	Bringing it all together	Bringing it all together: Throughout the course, the students were exposed to the importance of research, and how to ensure that research gets used: either in policy and decision making or in actual practice. This last lecture will provide the students with the opportunity to showcase their learnings by presenting current public health, health policy, or health systems issues and how these issues can be addressed through the continuum that we have discussed throughout this course.	Summary class

Required reading (please look at separate file which includes the course schedule):

Ellen ME., Leon G., Bouchard, G., Ouimet M., Grimshaw JM., Lavis JN. 2014. Barriers, facilitators and views about next steps to implementing supports for evidence-informed decision-making in health systems: A qualitative study. *Implementation Science*. 9(179), <https://implementationscience.biomedcentral.com/articles/10.1186/s13012-014-0179-8>

Grant, M.J. and Booth, A., 2009. A typology of reviews: an analysis of 14 review types and associated methodologies. *Health information & libraries journal*, 26(2), pp.91-108.

Grimshaw, J.M., Eccles, M.P., Lavis, J.N., Hill, S.J. and Squires, J.E., 2012. Knowledge translation of research findings. *Implementation science*, 7(1), pp.1-17. <https://implementationscience.biomedcentral.com/articles/10.1186/1748-5908-7-50>

Nilsen, P., 2020. Making sense of implementation theories, models, and frameworks. In *Implementation Science 3.0* (pp. 53-79). Springer, Cham. <https://implementationscience.biomedcentral.com/track/pdf/10.1186/s13012-015-0242-0.pdf>

Page, M.J., Moher, D., Bossuyt, P.M., Boutron, I., Hoffmann, T.C., Mulrow, C.D., Shamseer, L., Tetzlaff, J.M., Akl, E.A., Brennan, S.E. and Chou, R., 2021. PRISMA 2020 explanation and elaboration: updated guidance and exemplars for reporting systematic reviews. *BMJ*, 372, <https://www.bmj.com/content/372/bmj.n71>

Peters, D.H., Adam, T., Alonge, O., Agyepong, I.A. and Tran, N., 2013. Implementation research: what it is and how to do it. *Bmj*, 347. <https://www.bmj.com/content/347/bmj.f6753>

Additional literature:

Bate P & Robert G. 2006. Experience-based design: From redesigning the system around the patient to co-designing services with the patient. *Quality and Safety in Health Care*. 15:307- 310.

Bhattacharyya O, Reeves S, Zwarenstein M. What is implementation research: Rationale, concepts, practices. *Res Soc Work Pract* 2009;19:491-502.

Brownson, R.C., Colditz, G.A. & Proctor, E.K. (Eds). *Dissemination and Implementation Research in Health: Translating Science to Practice*, New York: Oxford University Press, 2012.

Brownson RC, Fielding JE, Maylahn CM. Evidence-based public health: A fundamental concept for public health practice. *Annu Rev Public Health* 2009;30:175-201.

Clavier, Carole, and Evelyne de Leeuw. 2013. "Framing public policy in health promotion: ubiquitous, yet elusive." In *Health Promotion and the Policy Process*, edited by Carole Clavier and Evelyne de Leeuw, 1-22. Oxford: Oxford University Press.

Damschroder et al. (2009). Fostering implementation of health services research findings into practice: A consolidated framework for advancing implementation science. *Implementation Science*, 4:50.

Durlak, J.A., Dupre, D.P., (2008). Implementation matters: A review of research on the influence of implementation outcomes and the factors affecting implementation. *American Journal of Community Psychology*, 41(3-4), 327-350.

Ellen ME., Lavis JN., Sharon A., Shemer J. 2014. Health systems and policy research evidence in health policymaking in Israel: what are researchers' experiences in transferring knowledge to policymakers?. *Health Research Policy and Systems*. 12(67).

Ellen ME. and Brown AD. 2015. Transferring research from researchers to knowledge users: The importance of relationships and getting them right. *Journal of Health Services Research & Policy*. 21(2):134-136

Ellen ME., Panisset U., Araujo de Carvalho I., Goodwin J., Beard J. 2017. A Knowledge Translation framework on ageing and health. *Health Policy*, 121(3):282-291

Glasgow, R.E. & Steiner, J.F. Comparative effectiveness research to accelerate translation: Recommendations for an emerging field of science.

Graham, Ian D, et al. 2006. "Lost in Knowledge Translation: Time for a Map?" *The Journal of Continuing Education in the Health Professions* 26 (1):13-24.

Greenhalgh, T., and Sietse W. 2011. "Is it time to drop the 'knowledge translation' metaphor? A critical literature review." *Journal of the Royal Society of Medicine* 104:501–509.

Greenhalgh T, Robert G, Macfarlane F, Bate P, Kyriakidou O. Diffusion of innovations in service organizations: Systematic review and recommendations. *Milbank Quart* 2004; 82(4):581-629.

Landry, Réjean, Moktar Lamari, and Nabil Amara. 2003. The extent and determinants of the utilization of university research in government agencies. *Public Administration Review* 63.2: 192–205.

Lavis, J.N., Robertson, D., Woodside, J.M., Mcleod, C.B., & Abelson, J. (2003). How can research organizations more effectively transfer research knowledge to decision makers? *Milbank Quarterly*, 81(2), 221-248.

Lavis, John N. 2006. "Research, Public Policymaking, and Knowledge-Translation Processes: Canadian Efforts to Build Bridges." *The Journal of Continuing Education in the Health Professions* 26 (1):37- 45.

Logan, J., & Graham, I. (1998). Toward a Comprehensive Interdisciplinary Model of Health Care Research Use. *Science Communication*, 20(2), 227-246.

Macoubrie, Jane, and Courtney Harrison. 2013. *Human services research dissemination: What works?* OPRE Report 2013–09. Washington, DC: Office of Planning, Research, and Evaluation, Administration for Children and Families, US Department of Health and Human Services

Massoud MR, Nielsen GA, Nolan K, Nolan T, Schall MW, Sevin C. A Framework for Spread: From Local Improvements to System-Wide Change. IHI Innovation Series white paper. Cambridge, Massachusetts: Institute for Healthcare Improvement; 2006

Mitton, Craig, et al. 2007. "Knowledge Transfer and Exchange: Review and Synthesis of the Literature." *The Milbank Quarterly* 85 (4):729-768.

Salsberg, Jon, David Parry, Pierre Pluye, Sultana Macridis, Carol P. Herbert, and Ann C. Macaulay. 2015. Successful strategies to engage research partners for translating evidence into action in community health: A critical review. *Journal of Environmental and Public Health* 2015:191856.

Seow H, Phillips CO, Rich MW, Spertus JA, Krumholz HM, Lynn J. Isolation of health services research from practice and policy: the example of chronic heart failure management. *J Am Geriatr Soc.* Mar 2006;54(3):535-540

Stein B et al. A Mental Health Intervention for Schoolchildren Exposed to Violence: A Randomized Controlled Trial. *JAMA* 2003; 290(5): 603-611

Straus, S., Tetroe, J., & Graham, I. (2009). Defining Knowledge Translation. *Canadian Medical Association Journal*, 181(3/4), 165-168.

Walter, Isabel, Sandra Nutley, and Huw Davies. 2005. What works to promote evidence-based practice? A cross-sector review. *Evidence & Policy* 1.3: 335–363.

*** All required learning material will be available to the students on the module's website (high-learn)/ library/ electronic documents available to BGU students.**