# POTH 680- Knowledge Translation in Rehabilitation

**Number of credits: 3**                                **Semester offered: Fall**

**Course coordinator: Dr. Anita Menon**                anita.menon@mcgill.ca

## Course description

This course focuses on the theory/application of knowledge translation (KT) in rehabilitation science with the goal of promoting evidence-based practice and research utilization. Various client groups and clinical settings will be examined from the perspective of how research evidence can be implemented into daily practice using effective KT interventions.

## Learning outcomes

On completion of this course, the student will be able to:

1.  define and distinguish between terms commonly used in the knowledge translation (KT) literature;
2.  identify gaps in best practices versus actual practices published in the research literature for a particular client group or clinical setting;
3.  apply methods for critically appraising and synthesizing the research evidence (e.g. research questions in PICO format, use of practice guidelines and systematic reviews, levels of evidence versus the role of clinical reasoning and experience, etc.), as well as identify how this evidence can be "re-packaged" for a particular client group or clinical setting;
4.  identify barriers and facilitators related to the uptake of best practices for a particular client group or clinical setting based on KT theoretical models (e.g. Theoretical Domains Framework, Consolidated Framework for Implementation Research)
5.  define and apply various KT theoretical process models (e.g. Knowledge to Action Model, Ottawa Model of Research Use) to specific clinical situations in order to propose KT interventions that close the knowledge gap and promote evidence-based practice;
6.  apply the current evidence regarding effective and non-effective KT interventions for developing an KT intervention plan for a real or hypothetical clinical setting;

## Course content

The focus of the course will be on the theory and application of KT in rehabilitation science with the goal of promoting evidence-based practice and research utilization. Various client groups and clinical settings will be examined from the perspective of how research evidence can be implemented into daily practice through the use of effective KT interventions. Content of the course will be grounded through the application of various KT/implementation theories.

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**Instructional methods**

The course will include synchronous (real-time) lectures delivered in-person or online via Zoom ([www.zoom.us](www.zoom.us)), online readings, web-based resources as well as interactive group discussions and/or assignments during lecture time, in order to help students master the theoretical concepts and practical application of KT principles. The instructors will not be explicitly lecturing on the knowledge or practice gaps that are specific to each student's area of interest. Students are expected to find this literature in a self-directed manner in order to complement their understanding of the practice gaps, if deemed necessary. The main portion of each lecture will be devoted to the theory and application of knowledge translation in rehabilitation science with the goal of promoting evidence-based practice.

**Course materials**

Each synchronous lecture (in-person or online) will have a designated list of assigned readings and web-based resources and/or supporting documents. All content and Zoom links will be posted on myCourses. It is the student's responsibility to review the web-based resources and read all assigned readings prior to each synchronous lecture. Presentation slides for synchronous lectures will be made available before or following the end of each lecture. All synchronous lectures will be recorded and made available on myCourses.

*Electronic device with Internet and/or phone*

Students are requested to use an electronic device with Internet access (e.g. laptop, tablet, smartphone) in order to access course materials on myCourses and participate in synchronous lectures offered remotely via Zoom. You can also join the lecture by telephone using the Zoom Call-in number and Meeting ID. If access to an electronic device with Internet is not possible during the course, students are encouraged to inform the instructor as soon as possible.

*Required textbook (available as e-book from library)*

Straus S, Tetroe J, Graham ID. *Knowledge translation in health care: moving from evidence to practice*. Wiley-Blackwell, BMJI Books, 2009 or 2013.

**Method of evaluation**

- Outline of KT grant proposal                        15%
- KT grant proposal (8 pages): written (40%) and oral (15%)   55%
- Assignments (2 X 15% per assignments)           30%
  - Assignment 1: KTA model
  - Assignment 2: Barriers TDF

The main assignment is the KT grant proposal. All formative/summative assignments throughout the term will serve to inform the design and completion of this project.

Marks on assignments and outline of KT proposal will be posted on myCourses. Detailed feedback on assignments and outline of KT proposal will be sent to students by email.

**SCHOOL POLICIES**

> **In the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change**

**Attendance**
Students are expected to review the assigned readings prior to each class and <u>attend all synchronous lectures offered in-person or online via Zoom</u>. It is the responsibility of each student to attend all classes prepared and be actively involved. Although attendance will not be taken, the materials covered in class will be subject to evaluation. It is common professional courtesy to attend lectures scheduled in health care institutions. If a synchronous lecture will be missed, the instructor must be informed as soon as possible with proper justification. Your respectful, active and attentive presence is expected during in-person and remote lectures: while your audio should be muted during the synchronous lectures offered remotely via Zoom and you can choose to keep your video camera on or off, you are encouraged to ask questions (using chat feature) during the presentation as well as actively participate in group discussions and/or assignments during lecture time.

**Right to write in (English or in) French**
"Every student has a right to write essays, examinations and theses in English or in French except in courses where knowledge of a language is one of the objectives of the course."

**Special requirements for course completion and program continuation**
Assignments not competed on time will be penalized 5% of the total mark per day, including weekends. If an assignment cannot be submitted on its due date, students are encouraged to inform the instructor as soon as possible with proper justification. To pass the course, a grade of at least B- (65%) must be obtained as a total course mark.

**Disability**
If you have a disability and require accommodations for this course, please contact the instructor to arrange a time to discuss your situation. Students must contact the Office for Students with Disabilities to receive any specific accommodations for the course or assessments.

**Professional Conduct**
Professionalism and accountability are expected throughout the course of the semester. This includes the on-going respectful nature of teacher-student as well as student-student interactions. Professionalism with respect to dress is encouraged throughout the course of the semester especially while on site visits. It is each student's responsibility to have appropriate attire during all class assignments and learning activities.

**Plagiarism/Academic Integrity:** McGill University and the Faculty of Medicine and Health Sciences value academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the McGill University

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[Code of Student Conduct and Disciplinary Procedures](#) and the [Faculty of Medicine and Health Sciences Code of Conduct](#)

*L'université McGill et Faculte de Medecine et des Sciences de la Sante attachent une haute importance à l'honnêteté académique. Ils incombent par conséquent à tous les étudiants de comprendre ce que l'on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon le [Université de McGill Code de conduite de l'étudiant et des procédures disciplinaires](#) et [Faculté de médecine et des sciences de la santé](#).*

**Statement regarding Copyright of instructor-generated course materials**

Instructor-generated course materials (e.g., handouts, notes, summaries, exam questions, lecture recordings etc.) are protected by law and may not be copied or distributed in any form or in any medium without explicit permission of the instructor. This means that each of you can use it for your educational (and research) purposes, but you cannot allow others to use it, by putting it up on the Internet or by giving it or selling it to others who may also copy it and make it available. Note that infringements of copyright can be subject to follow up by the University under the [Code of Student Conduct and Disciplinary Procedures](#)."

**Technology in Class**

Your respectful attentive presence is expected, therefore while you are permitted to use electronic devices in class, it is understood that you will not be using these devices for social purposes during class time. Your electronic devices should be on silent mode during class time and phone calls should only take place during the break or after class.

**Statement regarding Diversity**

The Graduate Rehabilitation Program recognizes our responsibility to foster a learning environment where students and instructors can engage in dialogue and exchange ideas without being made to feel unwelcome or disrespected in view of their identity or beliefs. The Program intends that the instructional design of all courses minimize any barriers to participation, particularly barriers based on age, biological sex, disability, gender identity or expression, indigenous ancestry, linguistic and cultural background, race/ethnicity, religion, sexual orientation, political views, opinions, ideologies, and any other aspect integral to one's personhood. We therefore recognize our responsibility, both individual and collective, to strive to establish and maintain a respectful environment that is free from discrimination.

**Health and Wellness resources**

Student well-being is a priority for the University. The Student Wellness Hub is a resource for student physical and mental health. If you need to access services or get more information, visit the Virtual Hub at mcgill.ca/wellness-hub or connect with a Local Wellness Advisor ([www.mcgill.ca/lwa](http://www.mcgill.ca/lwa))

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