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| **Practicing Knowledge Translation: Implementing evidence. Achieving outcomes** |
| HSR Satellite Session Activity Package |
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**Name**:

# Activity #1: Setting Learning Goals

**(15 minutes)**

In order to ensure you get the most out of today’s workshop, please take 5 minutes to set your individual learning goals. Then discuss these goals in pairs/small groups (5 minutes). We will have a 5 minute discussion about individual learning goals as a larger group.

1. **What does knowledge translation** **(KT)** **mean to you and how does it relate to your work?**
2. **Do you have questions about KT that you hope get answered by participating in today’s workshop? If so, please list them below.**
3. **Overall, what knowledge and/or skills do you hope to gain from today’s workshop? (How could the concepts learned through this workshop be applied to your work?)**

**Additional learning goals:**

# Activity 2: Dissemination or implementation?

**(15 minutes)**

As a group, read the following examples of projects and determine whether they constitute dissemination practice, implementation practice, dissemination science, or implementation science.

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| --- | --- | --- | --- |
| **Question #** | **Activity Description** | **DP: IP:** **DS: IS:**  | **Dissemination Practice Implementation Practice****Dissemination Science****Implementation Science** |
| 1 | Creating rapid heart failure clinics in hospitals that see patients within 48 hours after being discharged following a heart attack. |  |
| 2 | Comparing two different website layouts to determine which format patients find more usable. |  |
| 3 | Developing and distributing policy briefs and research summaries to policy makers. |  |
| 4 | Health facilities were provided with a set of tools, training and support to decrease staff practices that were associated with hospital-acquired infections. |  |
| 5 | A professional association collaborated with provincial agencies to make sure health care professionals represented by the association had received copies of their new clinical guidelines. |  |
| 6 | A group wants to evaluate whether knowledge brokers are effective at supporting behaviour change in community organizations. |  |
| 7 | A trial was conducted to determine whether policymakers are more likely to look to guidelines, research summaries, or the media for evidence. |  |

# Activity 3: What do you want to change?

**(45 minutes)**

The first step to implementing a program and changing outcomes is to clearly define what you want to change. Write your project outline in the Project Outline Worksheet on the following page (i.e., page 6 of this Activity Package). If you do not have an implementation project you are working on, please use the CTFPHC screening for prostate cancer guideline as your project. An example project outline can be found in the Resource Package on page 5. (20 minutes)

Then, exchange your project outline with a partner. Provide feedback on each other’s project outline in the “Peer Feedback” section of the Project Outline Worksheet. Feedback should work to help tease out and clarify important aspects of the project. Discuss this feedback with your partner. (15 minutes).

We will then discuss our project outlines as a larger group (10 minutes).

## Project Outline Worksheet

|  |  |  |
| --- | --- | --- |
| Questions | Project description | Peer Feedback |
| 1. What is the intended purpose/overall objective of the practice change (i.e., what impact do you hope to see as a result of the practice change)?
 |  |  |
| 1. In which setting(s) is this practice change meant to take place?
 |  |  |
| 1. List all the key stakeholders who are expected to change as a result of implementation.
 |  |  |
| 1. What specific behaviour/ practice changes do each of the stakeholder groups need to make?
 |  |  |
| 1. How often will these stakeholders engage in the practice change?
 |  |  |
| 1. What is the evidence for this practice change?
 |  |  |
| 1. Who will be involved with implementing this change (i.e., making the change happen)?
 |  |  |

# Activity 4: Why would people change (or not change)?

**(45 minutes)**

Brainstorm 10 barriers and facilitators (e.g., 6 barriers and 4 facilitators) related to your project’s practice change. Remember that barriers should tap into underlying issues and should not be superficial (e.g., “We don’t have the time and/or resources,” or “It’s not a priority”). Furthermore, barriers/facilitators should focus on those individuals who are expected to change as a result of your project’s intervention. Write these in the “Barriers/Facilitators” column in the ETP Mapping Worksheet #1 on the following page (i.e., page 8 of this Activity Package). (15 minutes)

Then, discuss your identified barriers/facilitators with a partner/small group and note any challenges you may have faced in identifying these. As you discuss your barriers and facilitators with your partner/small group, help each other tap into underlying issues related to those who are expected change. (15 minutes)

We will then discuss these barriers and facilitators as a larger group (15 minutes).

# Activity 5: Mapping barriers & facilitators

**(40 minutes)**

Referring to the Theoretical Domains Framework (TDF) Definitions table found on page 6 of the Resource Package, identify which TDF domains your identified barriers and facilitators correspond to. Write these in the “Theoretical Domains Framework” column in ETP Mapping Worksheet #1 on the following page (i.e., page 8 of this Activity Package). Remember that one barrier/facilitator may map to more than one domain (e.g., the barrier ‘fear of missing a diagnosis’ would map onto TDF domains ‘emotion’ and ‘beliefs about consequences’). (20 minutes)

Then, refer to the TDF to COM-B Guide on page 10 of the Resource Package and fill in the related COM-B constructs for each barrier/facilitator. (10 minutes)

We will then discuss as a larger group. (10 minutes)

## ETP Mapping Worksheet #1

|  |  |  |
| --- | --- | --- |
| Barrier/facilitator | TDF Domain | COM-B Construct |
|  |  |  |
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# Activity 6: Selecting implementation strategies

 **(40 minutes)**

Using ETP Mapping Worksheet #2 on the following page (i.e., page 10 of this Activity Package), look at the TDF domains, (in the TDF domain column), and highlight all the domains you identified in ETP Mapping Worksheet #1 that relate to your barriers/facilitators. You will need to highlight the same TDF domain each time it is listed next to a different implementation strategy (i.e., beliefs about capabilities is listed next to all 6 implementation strategies, Audit and Feedback, Reminders, Local Opinion Leaders, Educational Meetings, Patient Educational Materials, and Clinician Educational Materials).(5 minutes).

Next, select 3 implementation strategies that will you APRAISE, making sure you have selected at least 1 TDF domain for that implementation strategy. Use the APRAISE Criteria handout on page 11 of the Resource Package. In each APRAISE category on ETP Mapping Worksheet #2, indicate the level of each factor using an H (high level), M (medium level) or L (low level) or by simply using a check mark. Identify your selected strategies by writing “yes” or “no” in the Selected Strategies column (20 minutes).

We will then discuss as a larger group. (15 minutes)

## ETP Mapping Worksheet #2

|  |  | ***Appropriateness\**** | ***Practicability/ Feasibility\**** | ***Risks\**** | ***Affordability\**** | ***Impartiality\**** | ***Sustainability\**** | ***Effectiveness/ Cost effectiveness\**** |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Implementation Strategy** | **TDF Domain** | **A** | **P** | **R** | **A** | **I** | **S** | **E** | **Strategy Selected? (Y/N)** |
| **Audit and Feedback** | Beliefs about consequences |  |  |  |  |  |  |  |  |
| Behavioural regulation |
| Intentions |
| Reinforcement |
| **Local opinion leaders** | Beliefs about capabilities |  |  |  |  |  |  |  |  |
| Beliefs about consequences |
| Behavioural regulation |
| Emotion |
| Goals |
| Intentions |
| Memory, attention and decision processes |
| Optimism  |
| Skills |
| Social influences  |
| Social/professional role and identity |
| **Educational meetings** | Beliefs about capabilities |  |  |  |  |  |  |  |  |
| Beliefs about consequences |
| Goals |
| Intentions |
| Knowledge |
| Optimism  |
| Skills |
| Social/professional role and identity |
| **Patient educational materials** | Beliefs about capabilities |  |  |  |  |  |  |  |  |
| Beliefs about consequences |
| Goals |
| Intentions |
| Knowledge |
| **Clinician educational materials** | Beliefs about capabilities |  |  |  |  |  |  |  |  |
| Beliefs about consequences |
| Goals |
| Intentions |
| Knowledge |
| **Reminders** | Behavioural regulation |  |  |  |  |  |  |  |  |
| Memory, attention and decision processes |
| Reinforcement |