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| **Practicing Knowledge Translation: Implementing evidence. Achieving outcomes** |
| HSR Satellite Session Resource Package |
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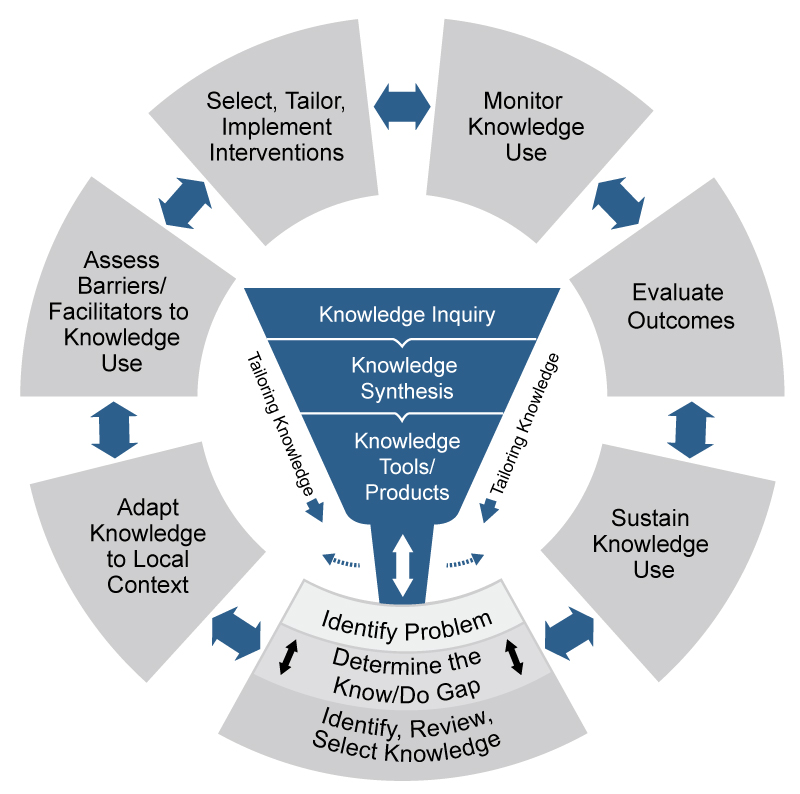
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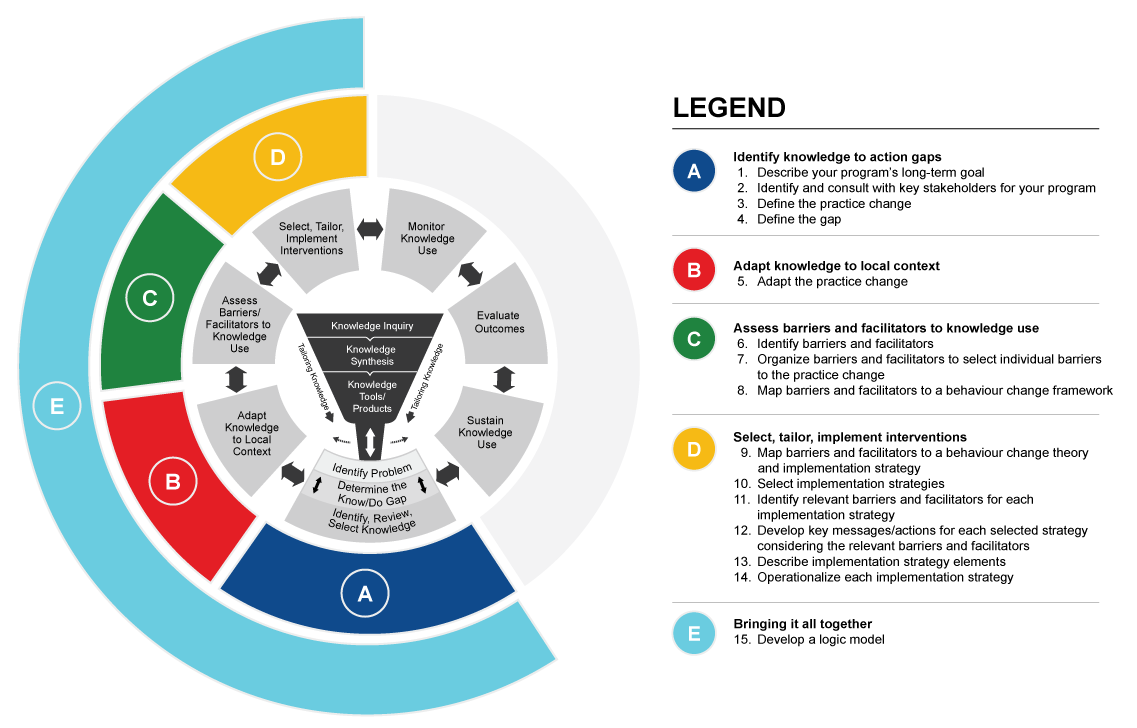
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# Knowledge to Action Model

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Source: Graham, I.D., et al. (2006). Lost in knowledge translation: time for a map?. *Journal of Continuing Education in the Health Professions*, 26(1): 13-24.

# Operationalizing the KTA: Developing an ETP



# Example Project Outline: Mobilization of Vulnerable Elders (MOVE)

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| Questions | Project description |
| 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)? | Increase resident mobilization, decrease amount of time spent in bed |
| 1. In which setting(s) is this practice change meant to take place? | Hospitals |
| 1. List all the key stakeholders who are expected to change as a result of the implementation. | Nurses  Physiotherapists/ occupational therapists  Physicians  Patients  Family members  Volunteers |
| 1. What specific behaviours/ practices do each of the stakeholder groups need to make? | * Assess and document mobility * Mobilize patients at least 3 times/day * Tailor mobility to patient’s abilities |
| 1. How often will these stakeholders engage in the practice change? | Multiple times a day, so that everyone is moving at least 3 times a day |
| 1. What is the evidence for this practice change? | Mobilizing patients can improve functional status, decrease length of stay and increase chances of returning home (in hospital settings) |
| 1. Who will be involved with implementing this change (i.e., making the change happen)? | Will create an implementation team on the unit, including nurses, OT/PT, physicians, management |

For more information about MOVE, please see the MOVE website: <http://movescanada.ca/>

All resources can be freely accessed on the portal in the website, simply request a login.

# Theoretical Domains Framework (TDF) Definitions

| **DOMAIN DEFINITION** | **CONSTRUCTS** | **EXAMPLE QUESTIONS** |
| --- | --- | --- |
| **Knowledge**  *An awareness of the existence of something* | * Knowledge (including knowledge of condition/scientific rationale) * Procedural knowledge * Knowledge of task environment | Do you know about x? |
| **Skills**  *An ability or proficiency acquired through practice* | * Skills * Skills development * Competence * Ability * Interpersonal skills * Practice * Skill assessment | Do you know how to do x? |
| **Memory, Attention and Decision Processes**  *The ability to retain information, focus selectively on aspects of the environment and choose between two or more alternatives)* | * Memory * Attention * Attention control * Decision making * Cognitive overload / tiredness | Is x something you usually do? |
| **Behavioural Regulation**  *Anything aimed at managing or changing objectively observed or measured actions* | * Self-monitoring * Breaking habit * Action planning | Do you have systems that you could use for monitoring whether or not you have carried x? |
| **Social Influences**  *Those interpersonal processes that can cause individuals to change their thoughts, feelings, or behaviours* | * Social pressure * Social norms * Group conformity * Social comparisons * Group norms * Social support * Power * Intergroup conflict * Alienation * Group identity * Modelling | To what extent do social influences facilitate or hinder x? |
| **Social/Professional Role and Identity**  *A coherent set of behaviours and displayed personal qualities of an individual in a social or work setting* | * Professional identity * Professional role * Social identity * Identity * Professional boundaries * Professional confidence * Group identity * Leadership * Organisational commitment | Is doing x compatible or in conflict with professional standards/identify? |
| **Beliefs about Capabilities**  *Acceptance of the truth, reality, or validity about an ability, talent, or facility that a person can put to constructive use* | * Self-confidence * Perceived competence * Self-efficacy * Perceived behavioural control * Beliefs * Self-esteem * Empowerment * Professional confidence | How difficult or easy is it for you to do x? |
| **Optimism**  *The confidence that things will happen for the best or that desired goals will be attained* | * Optimism * Pessimism * Unrealistic optimism * Identity | How confident are you that the problem of implementing x will be solved? |
| **Intentions**  *A conscious decision to perform a behaviour or a resolve to act in a certain way)* | * Stability of intentions * Stages of change model * Transtheoretical model * Stages of change | Have they made a decision to do x? |
| **Goals**  *Mental representations of outcomes or end states that an individual wants to achieve* | * Goals (distal/proximal) * Goal priority * Goal / target setting * Goals (autonomous / controlled) * Action planning * Implementation intention | How much do they want to do x? |
| **Beliefs about Consequences**  *Acceptance of the truth, reality, or validity about outcomes of a behaviour in a given situation* | * Beliefs * Outcome expectancies * Characteristics of outcome expectancies * Anticipated regret * Consequents | What do you think will happen if you do x? |
| **Reinforcement**  *Increasing the probability of a response by arranging a dependent relationship, or contingency, between the response and a given stimulus)* | * Rewards (proximal / distal, valued / not valued, probable / improbable) * Incentives * Punishment * Consequents * Reinforcement * Contingencies * Sanctions | Are there incentives to do x? |
| **Emotion**  *A complex reaction pattern, involving experiential, behavioural, and physiological elements, by which the individual attempts to deal with a personally significant matter or event* | * Fear * Anxiety * Affect * Stress * Depression * Positive / negative affect * Burn-out | Does doing x evoke an emotional response? |
| **Environmental Context and Resources**  *Any circumstance of a person's situation or environment that discourages or encourages the development of skills and abilities, independence, social competence, and adaptive behaviour* | * Environmental stressors * Resources / material resources * Organisational culture /climate * Salient events / critical incidents * Person x environment interaction * Barriers and facilitators | To what extent do physical or resource factors facilitate or hinder x? |

Source: Michie et al. (2014). The Behaviour Change Wheel: A Guide to Designing Interventions. Great Britain: Silverback Publishing

# TDF to COM-B Guide

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| **COM-B** | **TDF** |
| Capability (Psychological) | Knowledge |
| Skills |
| Memory/Decision processes |
| Behavioural regulation |
| Capability (Physical) | Skills |
| Opportunity (Physical) | Environmental context/resources |
| Opportunity (Social) | Social influences |
| Motivation (Reflective) | Beliefs about capabilities |
| Beliefs about consequences |
| Social/Professional role/identity |
| Optimism |
| Intentions |
| Goals |
| Motivation (Automatic) | Emotion |
| Reinforcement |

# APRAISE Criteria Definitions

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| **Criteria** | **Definition** |
| **A**ppropriateness | The perceived fit, relevance, or compatibility of the intervention for a given practice setting, provider, or consumer; and/or perceived fit of the innovation to address a particular issue or problem. |
| **P**racticability/Feasibility | The extent to which the intervention can be delivered as designed through the means intended to the target population. |
| **R**isks | Consideration of the unintended consequences or side effects of the intervention. |
| **A**ffordability | The extent to which the intervention can be delivered within an acceptable budget. |
| **I**mpartiality | The extent to which interventions are of benefit to individuals in a non-biased and equitable manner, so as not to increase disparities in well-being and health among different sectors of society. |
| **S**ustainability | The extent to which interventions may continue to be delivered, maintained and have sustained outcomes. |
| **E**ffectiveness/cost-effectiveness | Consideration of the interventions effect size in relation to the desired objectives in a real world context. Cost effectiveness refers to consideration of the ratio of effect to cost. |

Sources: Michie S, Atkins L, West R: The behaviour change wheel: a guide to designing interventions. Great Britain: Silverback Pub; 2014; Wiltsey Stirman S, Kimberly J, Cook N, Calloway A, Castro F, Charns M. The sustainability of new programs and innovations: a review of the empirical literature and recommendations for future research. *Implementation Science : IS*. 2012;7:17. doi:10.1186/1748-5908-7-17.