

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

**FRAN\*6221 EBP and Knowledge Translation**

Winter 2015

Wed 11:30 – 2:20

Michèle Preyde, PhD

**Course Description and Objectives**

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. The levels of evidence, and the importance and limitations of evidence-based practice will be explored. 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.

**Course Objectives:**

1. An overview of 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 the 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, small group exercises and written assignments.

**Course Assignments**

All course assignments are individually prepared papers 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. Reflection papers (25%; 5% each). As a means of becoming acquainted with the course materials, write concise reflection papers on the course readings. The purpose of this exercise is to encourage critical reading, stimulate original thinking and enhance written communication skills. (~1 paragraph each, due Jan 14, 28, Feb 11, Mar 4, 18).
2. Knowledge Utilization Assignment (25%). 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). (~4 pages, due Feb 25, 2015). 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 plan or 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, April 1, 2015)

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

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

<http://www.uoguelph.ca/registrar/calendars/graduate/current/pdf/files/genreg.pdf>