Teaching KT to Current and Future Practitioners

#AllPractitionersDoKT

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Outline

- Why
- What
- How
"You have to really know about a condition to condense all the potentially helpful information down to the essential details. When our group first met we came together with pages and pages of information."

"It is important to get the opinion of the intended audience on the usefulness of information included."
Some common symptoms of MAST CELL DISEASE that are caused by mast cell mediator release

**NEUROLOGICAL**
headache, brain fog, cognitive dysfunction, anxiety, depression

**CUTANEOUS (SKIN)**
flushing of the face/neck/chest
hives, skin rashes
itching with or without rash

**EAR/NOSE/THROAT/RESPIRATORY**
nasal itching and congestion
throat itching and swelling
wheezing
shortness of breath

**GASTROINTESTINAL**
diarrhea, nausea, vomiting, abdominal pain, bloating, gastroesophageal reflux disease (GERD)

**SKELETAL**
bone/muscle pain, osteopenia, osteoporosis

**CARDIOVASCULAR**
light-headedness
syncope (fainting)
rapid heart rate, chest pain
low blood pressure
high blood pressure at the start of a reaction
blood pressure instability

**GYNECOLOGICAL**
uterine cramps
bleeding

**URINARY**
bladder irritability
frequent voiding

**SYSTEMIC AND/OR ORGAN SPECIFIC**
anaphylaxis
angioedema (swelling)

**Symptoms can be sudden and unpredictable in onset**

**Patients may have a few or many symptoms**

**AND MORE...**
LEARN MORE AT tmsforacure.org
A bit of history

"the exchange, synthesis and ethically-sound application of knowledge—within a complex system of interactions among researchers and users—to accelerate the capture of the benefits of research for Canadians through improved health, more effective services and products, and a strengthened health care system"

2002, CIHR

"the synthesis, exchange, and application of knowledge by relevant stakeholders to accelerate the benefits of global and local innovation in strengthening health systems and improving people’s health"

2005, WHO

"the collaborative and systematic review, assessment, identification, aggregation, and practical application of high-quality disability and rehabilitation research by key stakeholders (i.e., consumers, researchers, practitioners, and policymakers) for the purpose of improving the lives of individuals with disabilities"

2005, NCDDR

"dynamic and iterative process that includes the synthesis, dissemination, exchange and ethically sound application of knowledge to improve health, provide more effective health services and products, and strengthen the health care system"

2009, Strauss, Tetroe, Graham
Knowledge Translation

“Dynamic and iterative process that includes the synthesis, dissemination, exchange and ethically sound application of knowledge to improve health, provide more effective health services and products, and strengthen the health care system” (Graham et al., 2009).
KT Characteristics (Sudsawad, 2007)

- Includes all steps between the creation of new knowledge and its application
- Needs multidirectional communications
- Is interactive process
- Requires ongoing collaborations among relevant parties
- Includes multiple activities
- Is nonlinear
- Emphasizes the use of research-generated knowledge (that may be used in conjunction with other types of knowledge)
- Involves diverse knowledge-user groups
- Is user- and context-specific
- Is impact-oriented
- Is an interdisciplinary process
“Translational Activities” – Happen in the Gaps

Knowledge Translation – process of moving existing knowledge across the translational spectrum

Translational Knowledge – results from a process of generating new knowledge about this process
  • Facilitates/accelerates KT

T1
Is there a human application?

T2
Is the application safe and effective?

T3
What are the factors related to widespread adoption, sustainability, and scaling up?

T4
What is the effect on the Quadruple Aim (improved care, health, cost, meaning)?

(Drolet & Lorenzi, 2011)
Core knowledge translation competencies: a scoping review

Anastasia A. Mallidou, Pat Atherton, Liza Chan, Noreen Frisch, Stephanie Glegg and Gayle Scarrow

Abstract

Background: Knowledge translation (KT) is the broad range of activities aimed at supporting the use of research findings leading to evidence-based practice (EBP) and policy. Recommendations have been made that capacity building efforts be established to support individuals to enact KT. In this study, we summarised existing knowledge on KT competencies to provide a foundation for such capacity building efforts and to inform policy and research. Our research questions were “What are the core KT competencies needed in the health sector?” and “What are the interventions and strategies to teach and reinforce those competencies?”

Methods: We used a scoping review approach and an integrated KT process by involving an Advisory Group of diverse stakeholders. We searched seven health and interdisciplinary electronic databases and grey literature sources for materials published from 2003 to 2017 in English language only. Empirical and theoretical publications in health that examined KT competencies were retrieved, reviewed, and synthesized.

Results: Overall, 1,171 publications were retrieved; 137 were fully reviewed; and 15 empirical and six conceptual academic, and 52 grey literature publications were included and synthesized in this scoping review. From both the academic and grey literature, we categorized 19 KT core competencies into knowledge, skills, or attitudes; and identified commonly used interventions and strategies to enhance KT competencies such as education, organizational support and hands-on training.

Conclusions: These initial core KT competencies for individuals provide implications for education, policy, knowledge brokering, and future research, and on the need for future evaluation of the KT competencies presented. We also discuss the essential role of organizational support and culture for successful KT activities/practice.

Keywords: Competencies (attitudes, Knowledge, Skills), Evidence-based practice, Knowledge brokering, Knowledge translation, Knowledge utilization, Professional competencies, Scoping review
## 19 Core Competencies  (Mallidou et al., 2018)

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Skills</th>
<th>Attitudes</th>
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</thead>
<tbody>
<tr>
<td>Understanding the context</td>
<td>Collaboration &amp; Teamwork</td>
<td>Confidence</td>
</tr>
<tr>
<td>Understanding the research process</td>
<td>Leadership</td>
<td>Having Trust</td>
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<tr>
<td>Sharing Knowledge</td>
<td>Sharing Knowledge</td>
<td>Valuing Research</td>
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<td>Being aware of evidence resources</td>
<td>Knowledge Synthesis</td>
<td>Self-directed lifelong commitment to learning</td>
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<tr>
<td>Understanding KT and EBP processes</td>
<td>Dissemination of Research Findings</td>
<td>Valuing Teamwork</td>
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<tr>
<td>Understanding translation &amp; dissemination activities</td>
<td>Research Use</td>
<td>Fostering Innovation</td>
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<td>Knowledge Brokering</td>
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"Other" Competencies* (Mallidou et al., 2018)

- Knowledge of Quality Improvement
- Skills related to KT planning, PM, IT, sound judgment, tack, resourcefulness
- Integrity, professional and ethical behavior in interactions, interests in latest developments in communication

* Related to knowledge and skills at leadership, organizational, managerial level. Identified in grey literature only.
References


http://www.cihr-irsc.gc.ca/e/29529.html