HRM 726: The Science and Practice of Knowledge Translation
Winter 2024

Time:	Wednesdays (January 3 to April 3) 3:30-5pm
Place:	HRM 726 is offered in a flipped classroom format. Key course content will largely be available in pre-recorded format, with weekly, mostly in-person tutorials used for collaborative exercises and discussion about course content. All content will be available via Avenue to Learn. Students are expected to come to class each week having already viewed the weeks lecture content and prepared to engage actively in the tutorial.
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COURSE OVERVIEW
Knowledge translation (KT) is a dynamic and iterative process that includes synthesis, dissemination, exchange, and ethical application of knowledge to improve the health of individuals and the health care system. This overview course aims to introduce graduate students to the science and practice of KT. This course will interest graduate students who wish to pursue an academic career in the field of KT, students whose primary research is in another domain but wish to strengthen their KT-related skills and students who are interested in doing KT as part of their professional activities.

There is no assigned course textbook. Readings will be posted weekly via Avenue to Learn.

LEARNING OBJECTIVES
- Define knowledge translation and understand its importance as it relates to population health.
- Be familiar with common knowledge translation strategies and frameworks and understand how to use them in knowledge translation planning.
- Understand how to develop and evaluate a knowledge translation strategy.

COURSE REQUIREMENTS

- Major Project: 65%
    - Part 1 (10%): One Page Proposal and Five-Minute Presentation
    - Part 2 (10%): Peer Review Feedback
    - Part 3 (45%): 30% Written Report & 15% Final Presentation
- Student Led Presentation: 20%
- Class Participation and Preparation: 15%
    - Contribution to in-class discussion (10%)
    - Completion of NCCMT Evidence-informed Decision-Making modules (5%)

MAJOR PROJECT (65% OF FINAL GRADE)

You are a KT consultant. You have been asked to craft a proposal for core funding for your client, the newly formed local Ontario Health Team (OHT). The proposal should be designed to solve a knowledge-to-action problem in the context of public health, clinical practice, or health policy. In your proposal, you will describe and provide evidence of the problem, state an objective, choose a framework to guide the development of your solution, choose a KT intervention to solve this problem and provide an evaluation strategy to assess these efforts.

Be specific and explicit in articulating the problem and protocol you will use to carry out the project to solve this issue. The goal is to convince the OHT to fund the initiative. You want to choose the best that KT science offers and incorporate it into each step of your proposal.

One-page proposal summary and presentation (10%) – Due February 8th

- Each student will prepare a brief one-page summary describing the project idea. Each student will be given 5 minutes to present their project idea. A maximum of 3 slides may be used.

Peer review feedback (10%) – Draft due March 22nd, review report due March 29th

- Incorporating feedback from their proposal summary and presentation, each student will be asked to submit a working draft for feedback. This draft should be sufficiently developed that the key plans are in place for the reviewer to understand but does not need to be in a final "clean" version.
- Each student will be asked to provide peer review for another student following an assigned rubric.

Presentation (15%) – Wednesday March 29th & April 5th

- Each student will be given 10 minutes to present his/her project idea. A maximum 10 slides may be used. This will be followed by up to 5 minutes of questions.

Final written report (30%) - Due Friday April 21st.

- A final written project proposal will be submitted incorporating feedback from the proposal summary, peer review feedback and final presentation. The proposal should be a maximum of 20 pages (double space, 12 font, and not including references, figures, tables, etc.).
- Additional guidance and resources about the project will be provided via Avenue to Learn

STUDENT LED PRESENTATION (20% of Final Grade)
Students will identify a KT article published in the last three years. You can search within your health content area or scan journals – for example – Implementation Science – to find one. The paper must report on a research study (vs. a concept paper or strictly ideas paper) – the study can use quantitative or qualitative methods. Students will randomly be assigned to a synchronous class to present their reading for a maximum of 10 minutes and guide discussion with their tutorial group.

Please select your paper no less than one week in advance, and post on Avenue so that others will have time to read before class.

Your goals in the presentation:

- Provide a summary of the paper
- Background
- Objectives and hypotheses, including KT research question
- Methods
    - Study design
    - KT theories, models or frameworks used
    - KT strategies
    - Knowledge user engagement
    - KT outcomes
- Results
- Authors conclusions
- What did you like best/least about the paper? What were its methodological strengths and weaknesses?

CLASS PARTICIPATION (15% of Final Grade)
Students will be expected to be active learners and participants during the synchronous seminars and online discussion groups. Students will be evaluated on evidence of their preparedness, ability to contribute meaningfully to the discussion, capacity to bring in new ideas, and ability to ask good questions (these can be questions of clarification, questions to extend debate, etc.). Many individual and group activities are done during the sessions; quality is more important than quantity.

To prepare for discussions, students will be asked to complete specific NCCMT modules and provide certificates of completion. (5%)

ACADEMIC INTEGRITY

This is the text approved by the McMaster University Senate to be used in course outlines:

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in severe consequences, e.g. a grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty, please refer to the Academic Integrity Policy, located at http://www.mcmaster.ca/academicintegrity

The following illustrates only three forms of academic dishonesty:

- Plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
- Improper collaboration in group work.
- Copying or using unauthorized aids in tests and examinations.

ATTENDANCE POLICY

The revised HRM Program attendance policy (approved by GPCC, March 10, 2015) and is the minimum requirement for the HRM Program; students should refer to the individual course attendance policy in case there are additional course requirements re: attendance.

The HRM Program Attendance Policy includes the following:

- Any absence must be due to a reasonable excuse that is exceptional and out of the control to some extent of the student (illness, death in family, special exams etc).
- One absence from a tutorial with a legitimate excuse is reasonable, 2 may be acceptable at the discretion of the instructor, but if you miss 3 or more tutorials you will not obtain credit for the course. You will be required to withdraw from the course before the last drop deadline or you will receive an 'F' in the course.
- Attendance is considered in the assignment of participation grades. In cases where participation is credited for each session, you will normally receive 0 for participation for any day you are absent.

STUDENTS WITH DISABILITIES

If you have a disability that may affect your ability to participate or complete the requirements of this course, you may wish to contact the instructor to discuss appropriate accommodations. Or, you can get, McMaster University's Centre for Student Development (http://csd.mcmaster.ca/sswd/). Among other things, CSD provides counselling and support services.

2024 SCHEDULE IN BRIEF

Seminar # and Date		Theme
1	January 3	Introduction and Overview
2	January 10	Core 1 KT Frameworks, Models and Theories Framing a KT question Knowledge Creation, Synthesis, and Products
3	January 17	
4	January 24	
5	January 31	
6	February 7	Presentations + One Page Proposals Due
7	February 14	Core 2 Barriers, Enablers, Implementability Outcomes and Evaluation Sustainability and Scalability
8	February 21	
9	February 28	
10	March 6	Core 3 Patients Public Health Care Providers Decision Makers
11	March 13	
12	March 20	No synchronous session – final assignment Q&A
13	March 27	Final Presentations
14	April 3	Final Presentations