

Role of Knowledge Translation and Implementation Science in Supporting Evidence Informed Health Professions Education

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Evidence Informed Health Professions Education

*can ensure accountability to learners and society in
providing meaningful and effective education and helping
resource strained systems via streamlined and cost-
efficient practices*

Thomas et al., 2019

KNOWLEDGE TRANSLATION AND IMPLEMENTATION SCIENCE

Moving Evidence into Educational Practice and Policy



Phase 1

Identify the nature and magnitude of the research-practice gap



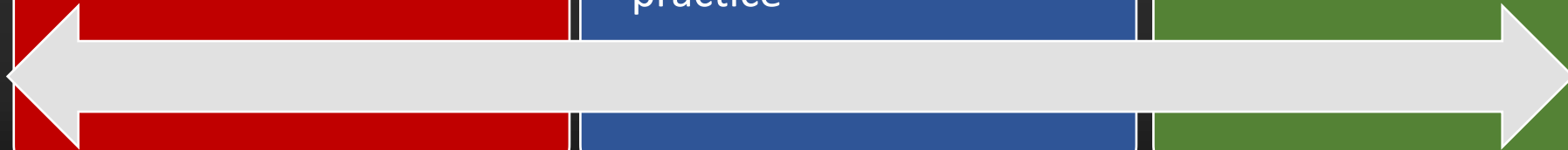
Phase 2

Identify factors that support or inhibit use of evidence to inform practice



Phase 3

Design, implement, and evaluate KT interventions to reduce the gap



A person with curly hair, wearing a brown jacket and black pants, is captured mid-jump between two large, dark rock formations. The person's arms are outstretched, and their legs are spread wide, suggesting a leap or a jump. The background is a clear, light blue sky. The overall scene conveys a sense of risk, challenge, and overcoming obstacles.

Phase 1
Identify the
magnitude of
the research-
practice gap

To what extent do
current educational
practices vary from
best
practice/scientific
evidence ?

Phase 2
Identify factors
that influence use
of research to
inform practice



- **Individual:** teachers and/or preceptors' knowledge, attitudes, skills
- **Organizational:** availability of resources, culture, readiness to change
- **System:** educational and health care reforms, accreditation standards.



Phase 3
Design,
implement and
evaluate KT
interventions

TARGETED, THEORY-INFORMED INTERVENTIONS TO ADDRESS
THE BARRIERS AND PROMOTE UPTAKE OF EVIDENCE BASED
PEDAGOGY

- **what do you want your intervention to achieve and for whom?**
- **what comprises the intervention?**
- **how do you propose the intervention will work?**
- **how will you deliver the intervention?**

MANY FRAMEWORKS EXIST TO SUPPORT EACH STEP

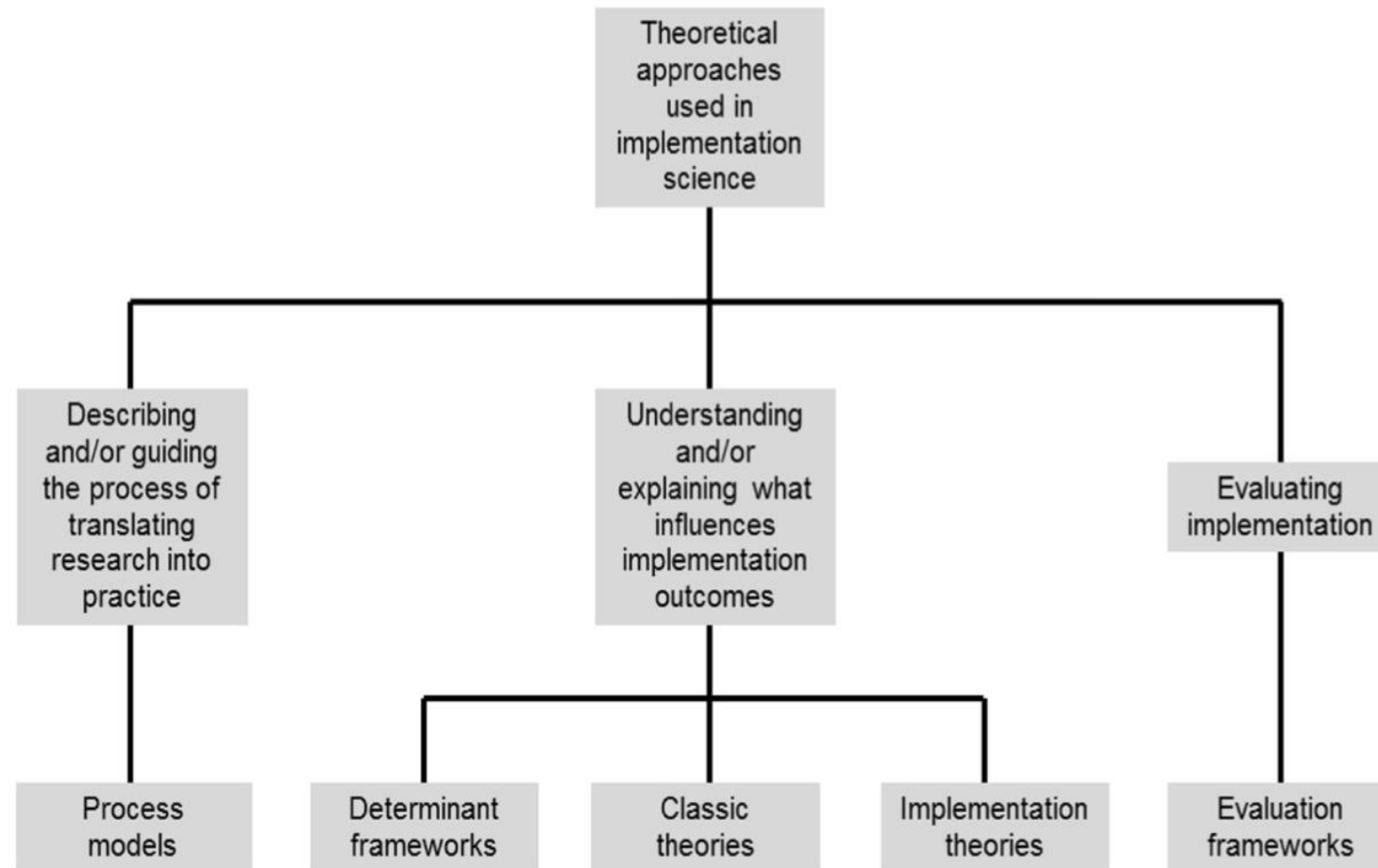



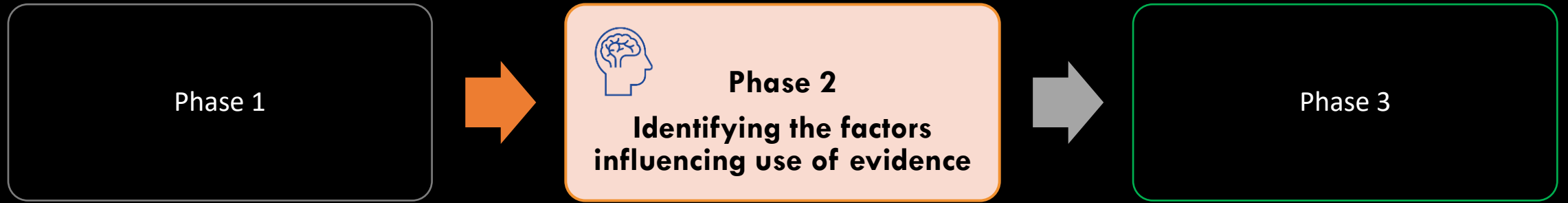
Figure 1 Three aims of the use of theoretical approaches in implementation science and the five categories of theories, models and frameworks.



when we think about EIHPE that could prepare learners for
practice with an aging population
and
using an IS lens what could it look like what should we
consider



GOAL	DOCUMENTING CURRENT EDUCATIONAL STRATEGIES USED IN THE HPE PROGRAMS
METHODS	<ul style="list-style-type: none">• Review of accreditation report• Review evidence on the learner outcome of interest• Map practices to evidence
OUTCOME	Determine how the current educational strategies/pedagogies differ from those recommended in the literature



GOAL

EXPLORING THE PERCEIVED FACILITATORS AND BARRIERS IN IMPLEMENTING A NEW EDUCATIONAL STRATEGY/PEDAGOGY

METHODS

- Interviews
- Focus groups
- Brief survey of faculty

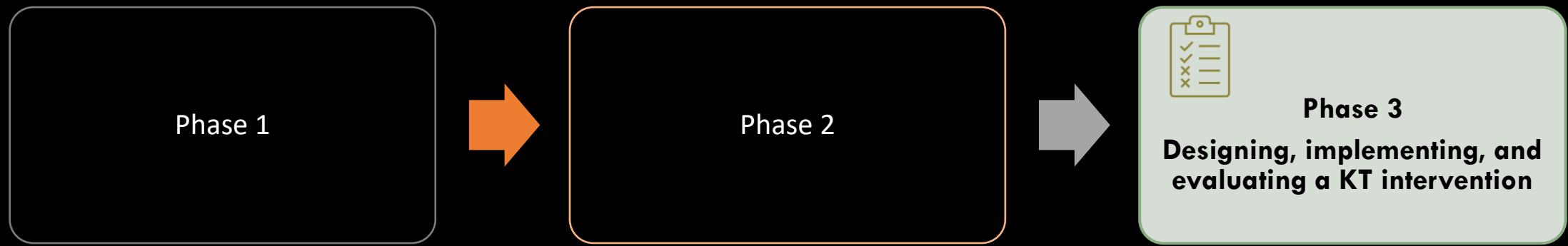
OUTCOME

FACILITATORS

- FACULTY
- PROGRAM CHAIRS
- UNIVERSITY
- OTHER LEVELS

BARRIERS

- FACULTY
- PROGRAM CHAIRS
- UNIVERSITY
- OTHER LEVELS



Goal

DESIGNING INTERVENTIONS THAT LEVERAGE THE SUPPORTS AND ADDRESSES THE BARRIERS TO THE UPTAKE OF A NEW EDUCATIONAL STRATEGY/PEDAGOGY

Methods

CFIR, LMIR

Outcomes

May be interested in:

- Increase knowledge
- Increase confidence of faculty
- Limited resources

What to think about

- Considering local needs of this program
- Involved multiple stakeholders
- Buy in from Chair and Director

Can use:

- Short presentation
- Question and answer
- Testimonials
- Video and webinar

How to deliver the intervention

- Face to face
- With champion
- Online

IN CONCLUSION

- HPE should rest on sound educational strategies/pedagogies



- ElHPE requires that decisions be made using best available evidence on the effectiveness of a strategy considering multilevel supports and barriers



- Once those factors are identified and considered, tailored KT interventions can be designed to leverage the available supports and target the barriers



- Research on the effectiveness of the KT interventions can help advocate for continued resources to sustain implementation of the new/evidence informed pedagogy



THANK YOU

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