



## **Workshop 8 – 2018 Nordic Implementation Conference**

### **Enabling Implementation through Knowledge Translation**

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#### **Presentation 1: When does integrated knowledge translation work: A realist review (Anita Kothari)**

##### *Background*

Integrated knowledge translation (IKT) is a research approach that involves researchers working with practitioners, administrators, patients and policymakers during a research process. This approach facilitates the generation of relevant research, thereby supporting the implementation of findings.

##### *Project aim*

A realist review approach was used to determine which IKT strategies work, how, for whom and in what circumstances. Objectives for the presentation: 1) To share lessons learned from the IKT realist review with delegates 2) To discuss the applicability of our IKT program theory across different user groups 3) To generate ideas for how funders and organizations can use the IKT program theory.

##### *Project methods*

Synthesizing the IKT literature using a realist review approach meant identifying the mechanisms of action that linked context and outcomes using diverse evidence. The standard realist review approach was used (defining scope of review, developing initial program theory, searching for evidence, selecting and appraising articles, extracting and synthesizing findings, and refining the program theory). Outcomes were 1) use of research and 2) generation of relevant research.

##### *Project results*

We offer a realist program theory of effective IKT strategies based on relevant context-mechanism-outcome configurations. We have generated insights about how to support IKT strategies such that relevant research can be implemented in healthcare decision-making.

##### *Preliminary or final conclusions/discussion*

This realist review contributes to our understanding of IKT strategies by articulating the different conditions (infrastructure, previous relationships, power sharing, role clarity) under which IKT operate.



## Presentation 2: IMPAKT - IMPlimentation and Action for Knowledge Translation in clinical practice and education (Birgitte Graverholt)

### *Background*

A gap continues to exist between what is known and what is provided of professional care in the healthcare services. This is commonly referred to as the K2A gap. The IMPAKT project aims to address the K2A gap from the perspectives of two different sectors: The LTC setting of nursing homes and higher educational institutions. Addressing this challenge has implications crossing both sectors.

### *Project aim*

The overall aim of the IMPAKT project is to facilitate the implementation and translation of new knowledge into action among current and future healthcare professionals. In nursing homes, the aim is to develop and evaluate an integrated KT intervention and test its effectiveness in driving QI in this setting. In higher education, our aims are to gain knowledge about Norwegian students' level of EBP competencies and perspectives from teachers and clinical instructors about what is needed to successfully implement EBP education in healthcare bachelor programs.

### *Project methods*

The main underlying theoretical framework for this project is Integrated Knowledge Translation. A mix of methods will be applied to increase our understanding of the challenges described above. In nursing homes, contextual factors and learning needs will be assessed, and a tailored educational intervention will be developed and evaluated. Competency levels among bachelor graduates in a large national sample from four different health disciplines was assessed using a survey. Interviews among teachers and clinical instructors will give perspectives to challenges faced to educate for EBP.

### *Project results*

This is a project in the making and was recently funded by the Norwegian Research Council. We have few results ready at present, other than the survey among bachelor students. Rather, the IMPAKT project can be presented as an example of designing a study using the integrated KT framework.

### *Preliminary or final conclusions/discussion*

**We** have partnered with stakeholders through an engaged scholarship, to form a collaborative inquiry between practitioners and academics to generate useful knowledge. The research planned here is designed to be a collaborative venture between researchers and knowledge users.



## Presentation 3: Building organisational capacity for effective implementation – what does it take? (Vikki Leone)

### *Background*

Melbourne Children's is the collaboration between The Royal Children's Hospital, the Murdoch Children's Research Institute, and the University of Melbourne Department of Paediatrics. The campus provides a rich environment for accelerating the translation of knowledge into practice and policy. Implementation science can support an integrated campus approach to improving the wellbeing of children.

### *Project aim*

The failure to translate research into practice and policy is a consistent finding of clinical and health services research (Grimshaw, Eccles, Lavis, Hill & Squires, 2012). The 'Melbourne Children's Knowledge Translation and Research Impact Framework Project' sought to identify how to build individual and organisational capacity on campus to enhance the effective translation of knowledge into policy and practice. The project was a preliminary study to identify the needs of the campus, assess its readiness and capacity for change, and inform the development of programs to optimise impact.

### *Project methods*

Our mixed-method approach sought to identify what facilitates or impedes research impact; the strengths and limitations of our current approach; our context, and how to optimise knowledge translation and research impact on campus. We: reviewed knowledge translation and research impact evidence in health and medical research; interviewed internal and external stakeholders; conducted a campus survey; mapped case studies; and reviewed the external policy environment. This was supplemented with expert advice from an internal reference group, external expert panel and an expert advisor.

### *Project results*

The project identified four organisational enablers (culture, capacity, competency and collaboration), and seven facilitators of knowledge translation and research impact on campus. Recommendations for creating a more coherent campus approach were formulated for each facilitator: leadership; shared terminology; alignment with national and international funding and practice; incentives; skills, tools and resources; collaboration and impact measurement. The Melbourne Children's Knowledge Translation and Research Impact Framework was devised and applied to four existing projects.

### *Preliminary or final conclusions/discussion*

The project identified strategies for advancing research impact and addressing barriers and facilitators on campus. It concluded further work was required to develop a more comprehensive, collaborative and consistent approach to enabling the uptake of research. A three-year phase 2 project to build on this work has been funded. This pilot project partners an implementation team with three research teams to trial approaches to build skills and resources for effective implementation and impact.



## Presentation 4: Knowledge databases: Bridging the gap between research and practice (Petra Kuovonen)

### *Background*

The Nordic Network of databases for psychosocial interventions (Nordic DataPrev) collaborate in developing systems for evaluating interventions for children and young people. The network includes Finland, Sweden, Norway and Denmark and their respective databases.

### *Project aim*

The goal is that information about evidence based interventions should be easily available to practitioners, policy makers and researchers. The databases present information in a standardized format where research evidence about both the effectiveness of the interventions in addition to implementation and practical use is presented. The aim is to bridge the gap between empirical research and the knowledge needed by professionals working with children and their families to ensure equal opportunities for all children.

### *Project methods*

The four databases include [kasvuntuki.fi](http://kasvuntuki.fi), [metodguiden.se](http://metodguiden.se), [ungsinn.no](http://ungsinn.no) and [Vidensportal.dk](http://vidensportal.dk). The databases use comprehensive systems for conducting literature searches, describing interventions, rating the evidence and effects, in addition to describing practical and implementation aspects. The similarities and differences between the databases will be discussed in addition to how the information may be used for making decisions and choosing interventions among different users.

### *Project results*

A total of 271 intervention evaluations are available at the databases so far, and more than 17 000 users per month log on to the databases. The individual databases will be presented and examples provided on how the information may be used for offering evidence based interventions both in the municipalities and in the specialist health care sector.

### *Preliminary or final conclusions/discussion*

This presentation will provide an overview of the databases, and the ways in which they are utilised by different users. Moreover, we will discuss needs for their further development to increase the implementation and use of the databases in the national services.