2019 Online KT Conference: Innovative KT Strategies That Work

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Knowledge Translation Collaboratives: A Novel Curriculum Model for Building Capacity in Graduate Students and Consumers

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Knowledge Translation Collaboratives
A Novel Curriculum Model for Building Capacity in Graduate Students and Consumers
presented by Susan Magasi, Shoma Webster, and Linda Cassady
Evidence-based practice is predicated on effective knowledge translation.

Knowledge translation (KT) is an essential competency for healthcare practitioners in the 21st century.

KT is a shared responsibility between clinical, research, and patient/clients communities.

KT is not routinely taught as part of graduate education in health and medicine.

We developed a unique graduate elective called KT for Disability and Rehabilitation Research.
Today’s Goals

Upon completion of this session, you will be able to:

• **Describe** the KT Collaborative curriculum approach

• **Identify** strengths and challenges of teaching and applying knowledge translation using a collaborative capacity building approach.

• **Breakdown** phases of leading knowledge translation models and **explain** their role in the systematic (yet chaotic) process of system or practice change.
Knowledge to Action Framework

“Ample social science scholarship demonstrates that policies are enacted as much on the basis of ideologies, party politics, vested interests, and even outright prejudice as much as on scientific evidence.”

Source: Masuda et al., 2014, p. 460.
Knowledge Translation Collaboratives

Bringing together disability community members and applied health science graduate students as co-learners and co-creators of KT products to promote equity in healthcare and higher education for people with disabilities.

3 modules
• KT for advocacy
• KT for education
• KT for clinical practice
Key Components

- **Integration** of consumers into the knowledge translation process.
- **Immersion** in active area of research or program development.
- **Application** of principles of didactic, experiential and transformational learning
- **Co-creation** of knowledge products (and development of implementation plans).
- Partial funding through a variety of grant mechanisms (UIC, NCI, PCORI)
Knowledge Translation in Disability Research – Class Infrastructure

Grad Students
Graduate Assistants
Community of Experts
Disability Peers
Center for Independent Living
Filmmaker
Instructor
Knowledge Translation in Disability Research – Knowledge Products

Policy Briefs

Infographics

Academic Conferences

Educational Videos
"I was able to gain a theoretical and practical foundation on how to apply the knowledge-to-action framework not only to a film product but also to my doctoral project. This truly speaks to the strengths of our occupational therapy course in providing multiple opportunities and multiple avenues to apply knowledge translation to a practical product".

“I gained an immense amount of respect for the hard work that goes into producing a film. We spent weeks creating a product that captures the raw emotions, the challenges, and the reality that some PWD experience in higher education. There is still more work to be done, but it is my hope that this film will be a starting point for future conversations.”
Consumer Reflections – Linda Cassady
Case Study

Creating the CanResearch Fellowship for Undergraduate Students with Disabilities
Identify Problem/Opportunity

• NCI offers opportunities for under-represented students, including:
  A. Racial and ethnic minorities
  B. Disadvantages (typical low SES or 1st generation college)
  C. Disability
• Very few applicants in Category C
• Opportunity → Create a program
• Challenge → Barriers to implementation
• i.e. if it’s such a great idea why hasn’t it been done

Source: Graham et al., 2006.
Project Inception – Team of two

- Lone academic researcher in AHS
- Lone visionary in Cancer Center
Created KT Collaborative – Based on Equity-Focused KT Framework

- Grad Students
- DRC and ADA Center
- Community of Experts
- Disability Peers
- Cancer Center
- Filmmaker
- Instructor
- Cancer Center
- Community of Experts
- Disability Peers
- Cancer Center
- Filmmaker
- Instructor
Identified Key Stakeholders

- Grad Students
- DRC and ADA Center
- Disability Peers
- Cancer Center
- Community of Experts
- Filmmaker
- Instructor

- Industry Partners
- Research Mentors
- Funders
- Community partners
- Guest Speakers
- Admin.
Needed to bring key player on board

- Grad Students
- DRC and ADA Center
- Industry Partners
- Research Mentors
- Community of Experts
- Disability Peers
- Cancer Center
- Community partners
- Funders
- Filmmaker
- Instructor
- Guest Speakers
- Admin.
Identify, review & select knowledge

- Wanted to create an evidence-informed pipeline program
- Meets identified needs of students with disabilities
- Emphasis on cancer research
- With potential for extramural funding

Source: Graham et al., 2006.
Knowledge Synthesis

Conducted a rapid review of the literature to identify key challenges

- Negative attitudes towards disability
- Lack of knowledge about disability and potential accommodations from faculty members
- Limited access to disability-related supports and accommodations
- Lack of role models with disabilities
- Low expectations
- Limited exposure to pre-requisite classes

Used this information to create knowledge products

Create Knowledge Product (Infographic)
Create Knowledge Product (Short Film)

Alexa, I know you are a good student but, this is CANCER research. Let's be realistic!

We both know you’ve got what it takes. You should apply anyway!

That looks promising! We should write that up!

What's next?!
I'm going to grad school to continue my research training!
Adapt knowledge to local context

Built upon knowledge of:
• Existing pipeline programs
• Best practices of mentoring program
• ‘Unique’ needs of students with disabilities

Source: Graham et al., 2006.
Adapt knowledge to local context
Assess barriers and facilitators to knowledge use

- Mapped barriers to specific KT strategies
- Use both literature and emergent issues
- Implemented KT targeted strategies to address barriers

Source: Graham et al., 2006.
Identify Barriers (and Facilitators) to Knowledge Use AND develop KT Interventions

Barriers – from lit and experience

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Admin roadblocks
Lack of buy-in
Skepticism re. value, need and quality of students

Mapped barriers with implementation strategies

- Partnered with key groups on & off campus → interdisc. team
- Hand picked mentors → champions
- Developed mentor training to address fears and concerns → small group educ.
- Adapted curriculum to address administration concerns → neutralize financial burden
- Continuous feedback to key decision makers → foster sense of community and buy in
Monitor knowledge use

- Advertised and recruited a competitive cohort of fellows
- Regular check in on access and equity issues
- Qualitative feedback from fellows and mentors
- Disability trainings to ensure access throughout
- Real time adjustments

Source: Graham et al., 2006.
Evaluate outcomes

- Dolphin Tank
- Pre-post assessment of experience (fellow and mentor perspectives)
- Wrap around mentoring supports
- Long-term follow-up with fellows

Source: Graham et al., 2006.
Sustain Knowledge Use

• Secure grant funding
• Disseminate and share impact (academic and public relations forums)
• Strengthen infrastructure
• Retain and recruit mentors
• Retain and sustain community and industry partners
• Long-term follow-up with fellows
• Fellows as program ambassadors

Source: Graham et al., 2006.
Conclusion

KT Collaborative are an innovative approach for teaching and learning about knowledge translation.

The KT Collaborative curriculum approach can be implemented in synergy with larger KT and research initiatives.

Students and consumers bring valuable energy, creativity, and talents to the KT process.

Planning and implementing of the KT Collaborative approach must be done intentionally with strong attention on group dynamics.
Disclaimer

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Don’t forget to fill out the evaluation form!