Tailoring Your Knowledge Translation Strategies for Your Intended Users

KTDRR's 2023 Virtual KT Conference

November 6, 8, and 9

Center on
KNOWLEDGE TRANSLATION FOR
DISABILITY & REHABILITATION RESEARCH

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Advances in Knowledge Translation: Principles and Practices

Presented by: Drs. Marianne Farkas and Marsha Ellison

CeKTER
Center on Knowledge Translation for Employment Research

UMass Chan MEDICAL SCHOOL

BOSTON UNIVERSITY

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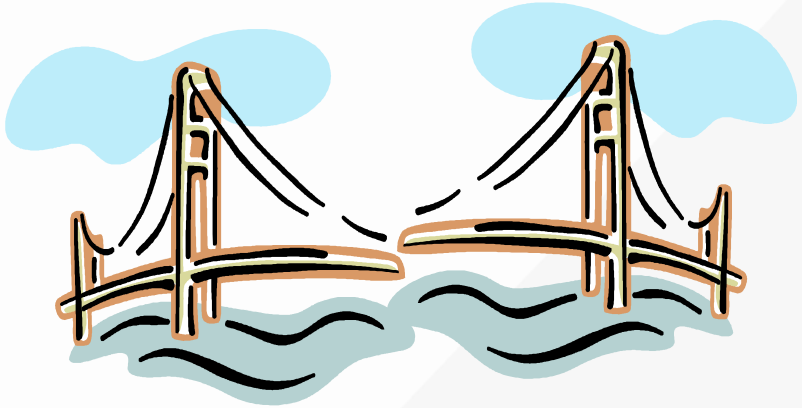
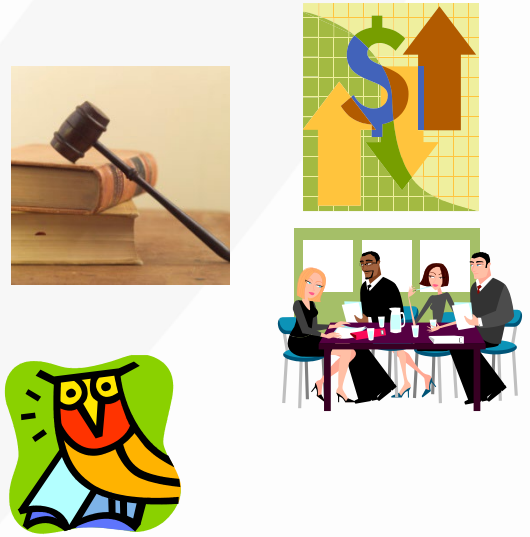
NIDILRR
National Institute on Disability, Independent Living, and Rehabilitation Research

KT: Described as the bridge between discovery and impact





Research Outputs

Research impacts

The pathway to impact (and equity): KT/ (D+I) practice and research)

Trends in KT Practice

1. End of grant KT

- The researcher develops and implements a plan for making knowledge users aware of the knowledge generated through a research project.

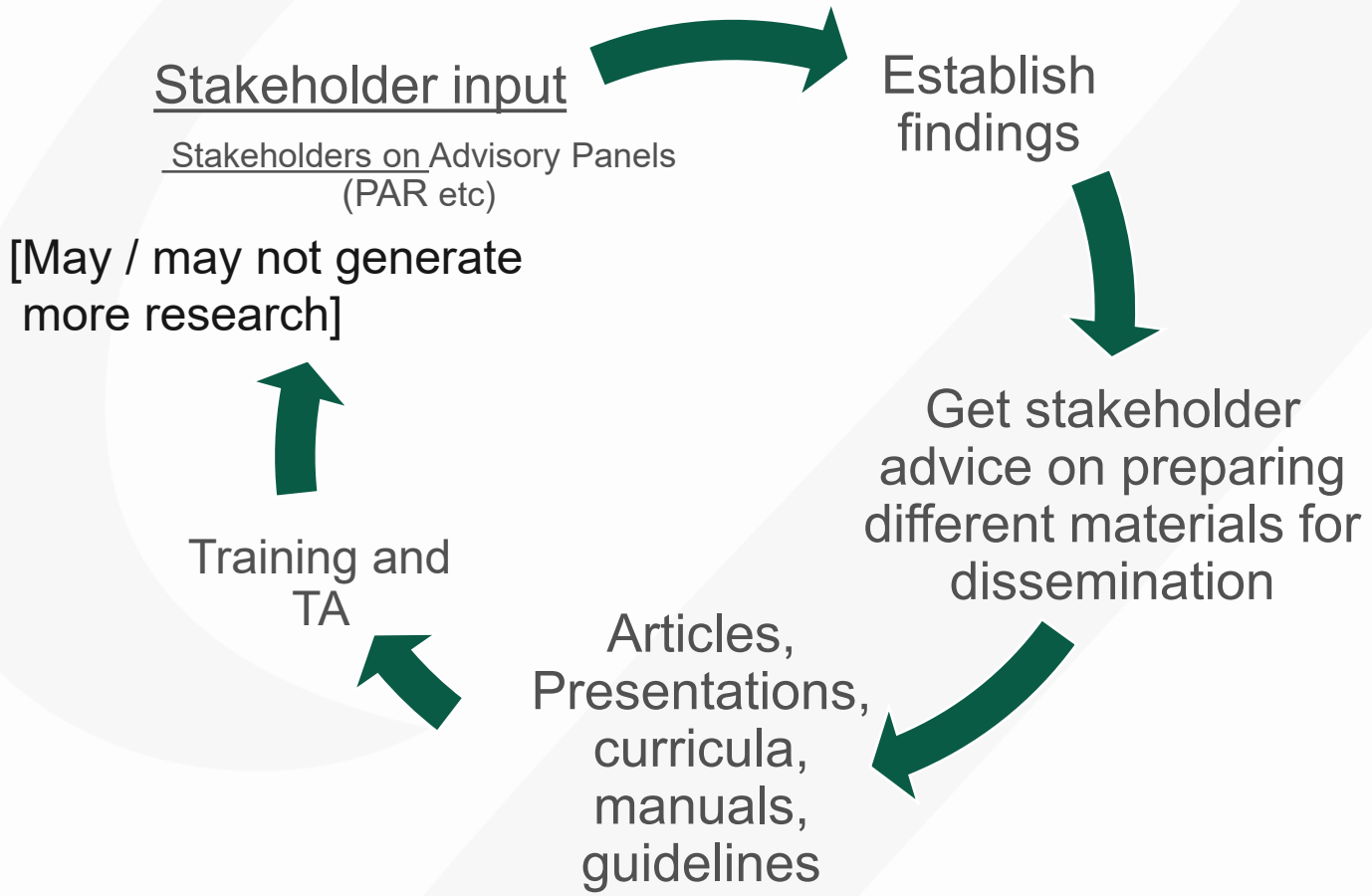
2. Research coproduction/KT

- Research approaches that engage potential knowledge-users as partners in the research process.
- Collaborative or participatory approach to research and KT that is action oriented and solutions- and impact-focused.

3. KT/implementation science

- The study and practice of promoting uptake of research/knowledge in daily use

Common Current KT Process



Some Advances

- Implementation frameworks
- Complexity theory

What's Implementation Science Got to Do with it? Beyond Awareness

We used to focus on awareness and use of information for decision making.

Now the focus is more and more about about what it really takes to promote uptake and integration of a new practice.

Different frameworks have been developed to help the process.

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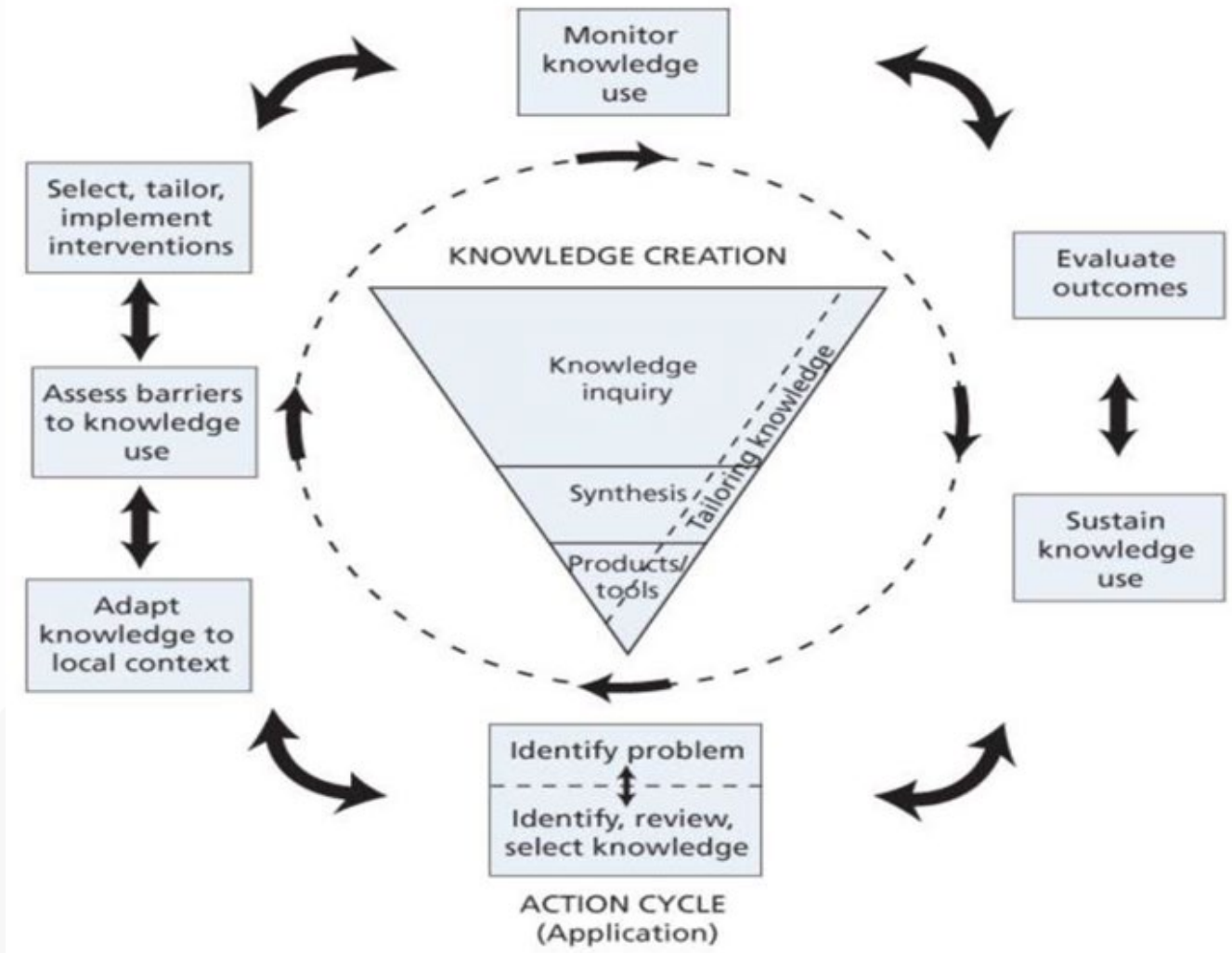
Knowledge-to-Action Framework (KTA)

- Most frameworks are descriptive (e.g. CIFIR, Damschroeder 2009).
- KTA breaks down the implementation process into 7 actionable phases.
- Unique – begins with a guide for how to identify the research/practice gap – through to sustainment.

Graham et al., 2006



Complexity Theory and KT

- Flow of information, new ideas, behaviors almost a living organism/organisms, with multiple sources of influence

- Clusters of processes within networks that interact with each other and across systems, with agents of change working within and at the interface of these systems (e.g. research, government, community, end users, etc)

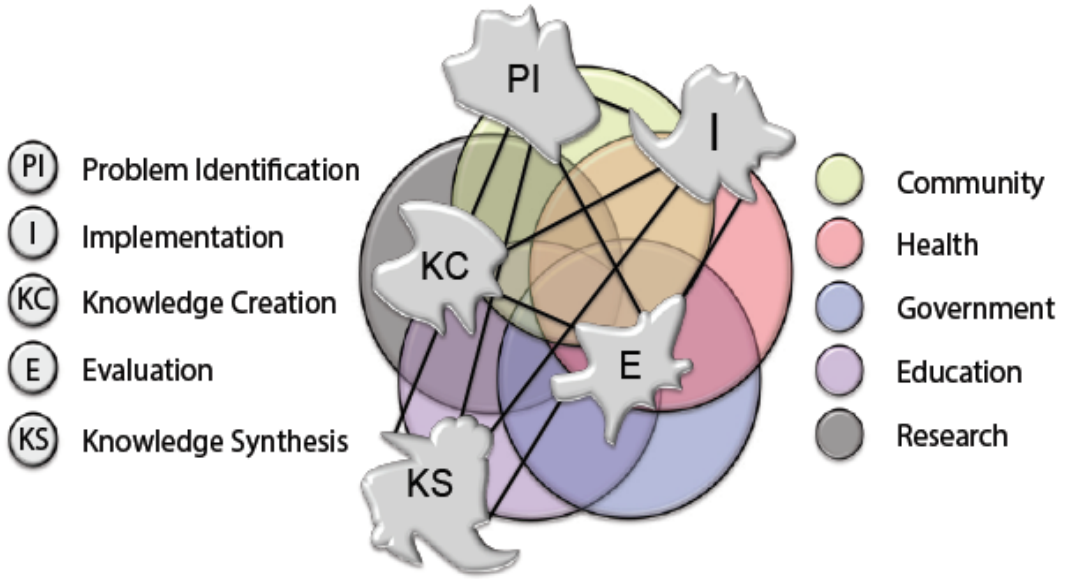
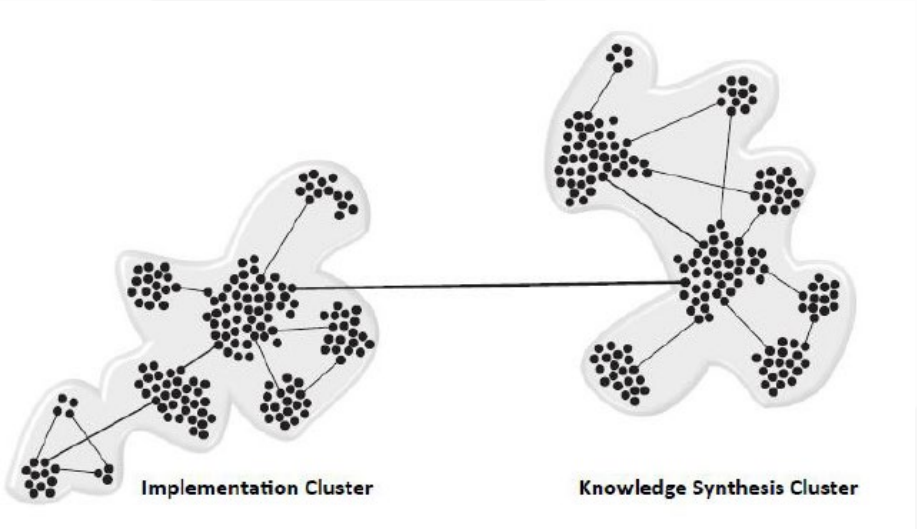


Figure 3. Current Knowledge Translation (KT) Complexity Network Model.

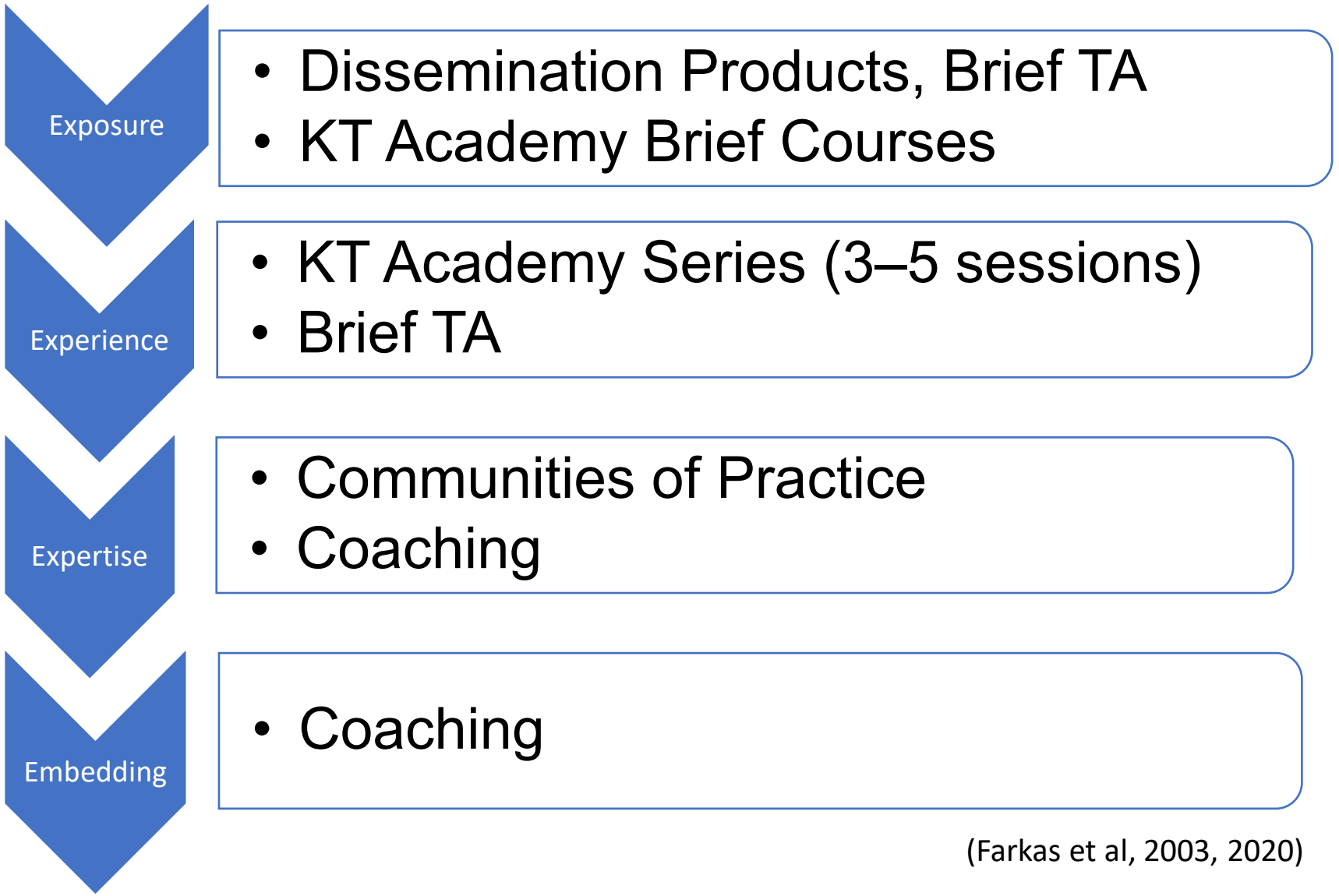
Kitson, Brook, Harvey, Jordan, Marshall et al., 2018

Complexity Theory and KT (cont'd)

"(The) direction of information/behavior change is dependent upon the decisions and actions of individuals and teams who can connect into, across and between multiple networks in order to achieve a desired outcome (adaption or acceptance of new knowledge)." (Kitson et al., 2018)



CeKTER: The 4 E's of KT



(Farkas et al, 2003, 2020)

CeKTER

KT Academy

- Courses on Dissemination and Implementation
- Exposure Courses
- Experiential Courses
- Live and Archived

- https://www.umassmed.edu/cekter/kt-academy/

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Coaching for KT? Empowering you…

CONTENT:

- What outcome do we want?
- How would we know if we achieved it?
- What do we need (knowledge, strategies) to do it?
- How do we understand our setbacks and victories?

FREQUENCY

- Created together

DURATION

- Dissemination: 3 months
- Training Projects: 6 months
- Implementation Projects: 9 months

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Communities of Practice

- Topics are driven by attendees. We poll everyone at the end of each meeting.
- Monthly meetings are a careful blend of meeting types:
  - Guest speakers on a specific topic
  - Pre-planned topics of learning from each other
  - “Ask me anything”/open meetings which are community building
- There is a CeKTER facilitator.
- Informal, relaxed conversation; no wrong answer – go-arounds to share particular practice

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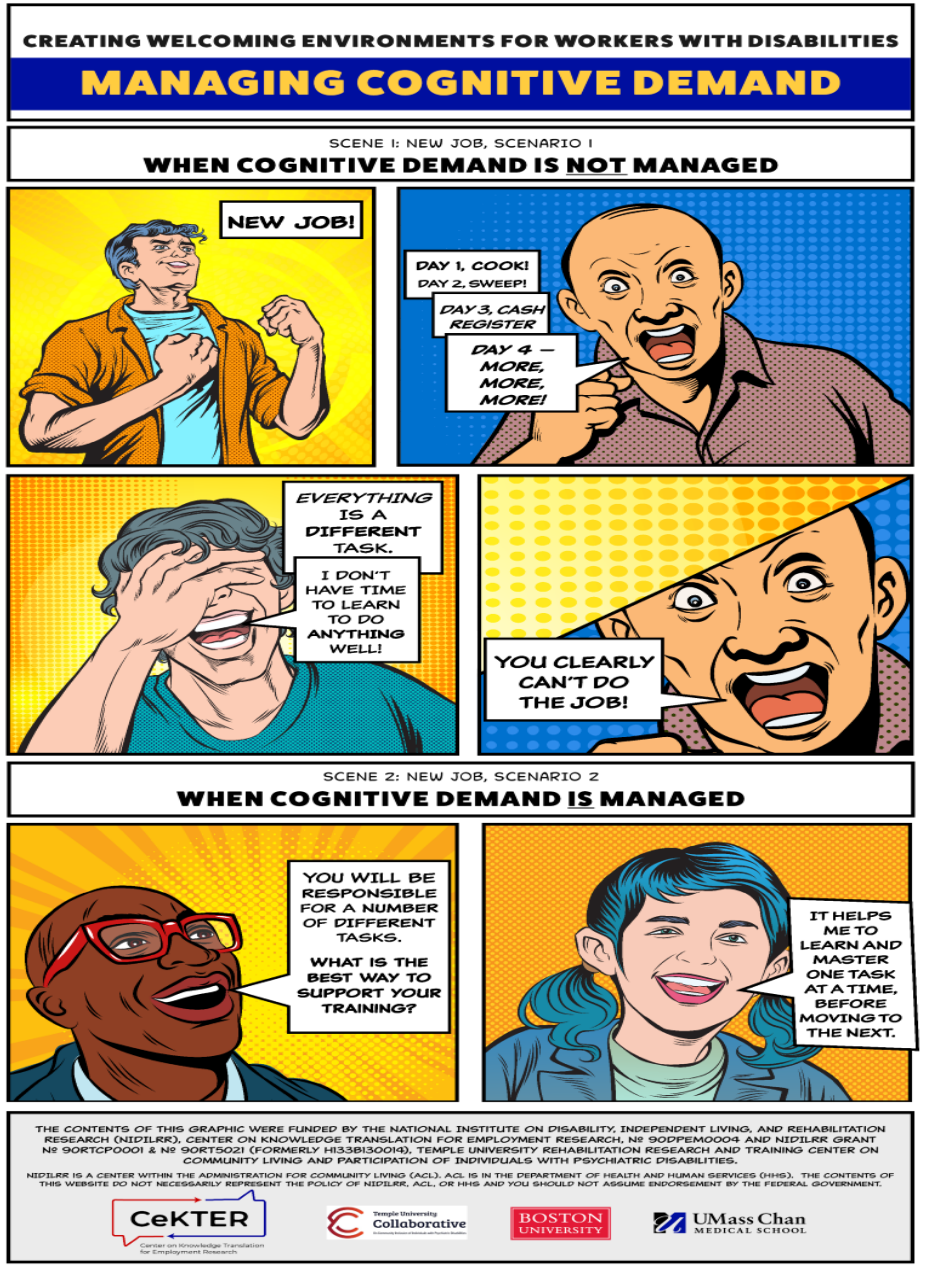
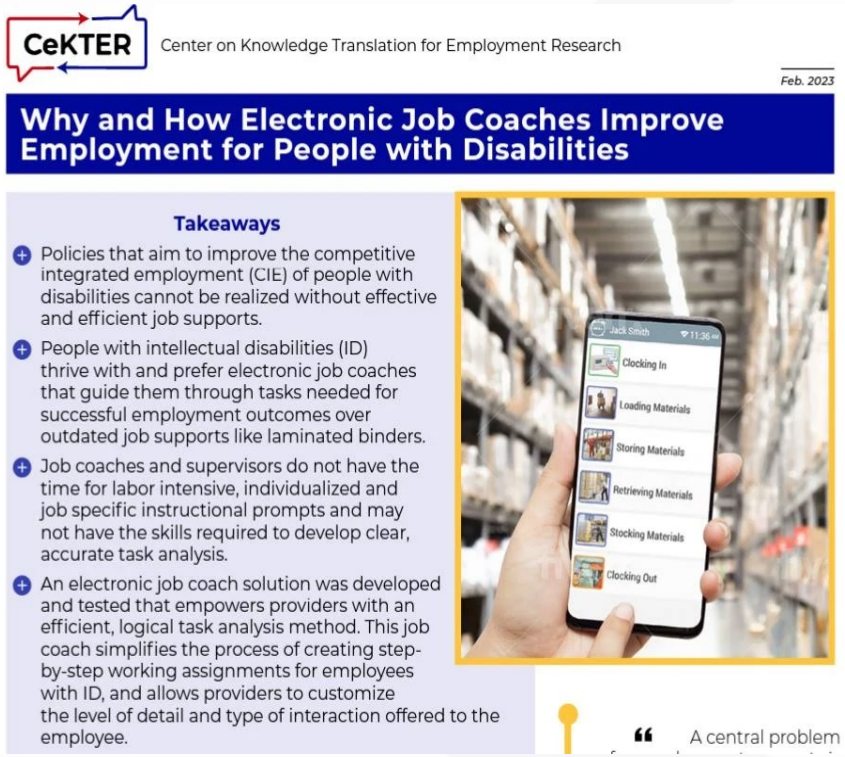
https://repository.escholarship.umassmed.edu/bitstream/handle/20.500.14038/44214/Building_A_Community_of_Practice.pdf?sequence=3&isAllowed=y
https://ktdrr.org/resources/rush/copmanual/CoP_Manual.pdf

Co-Production

- The methods and materials produced from the research cycle need to be co-produced with both researchers and stakeholder end users.
- The “end user” is considered a colleague with specific expertise needed to design the product instead of first designing the platform and then asking stakeholders for commentary.
- End users are involved both in identifying what to translate and how to do it.
- This moves KT from discussing a “gap” between two cultures (research and end users) to one in which a group effort develops the product.



RESEARCH:
Where do I put my dissemination dollars?



CeKTER Center on Knowledge Translation for Employment Research

Feb. 2023

Why and How Electronic Job Coaches Improve Employment for People with Disabilities

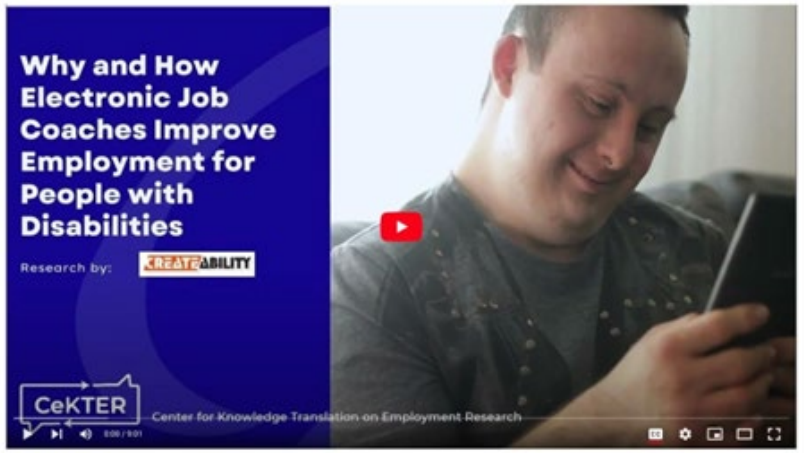
Takeaways

- Policies that aim to improve the competitive integrated employment (CIE) of people with disabilities cannot be realized without effective and efficient job supports.
- People with intellectual disabilities (ID) thrive with and prefer electronic job coaches that guide them through tasks needed for successful employment outcomes over outdated job supports like laminated binders.
- Job coaches and supervisors do not have the time for labor intensive, individualized and job specific instructional prompts and may not have the skills required to develop clear, accurate task analysis.
- An electronic job coach solution was developed and tested that empowers providers with an efficient, logical task analysis method. This job coach simplifies the process of creating step-by-step working assignments for employees with ID, and allows providers to customize the level of detail and type of interaction offered to the employee.

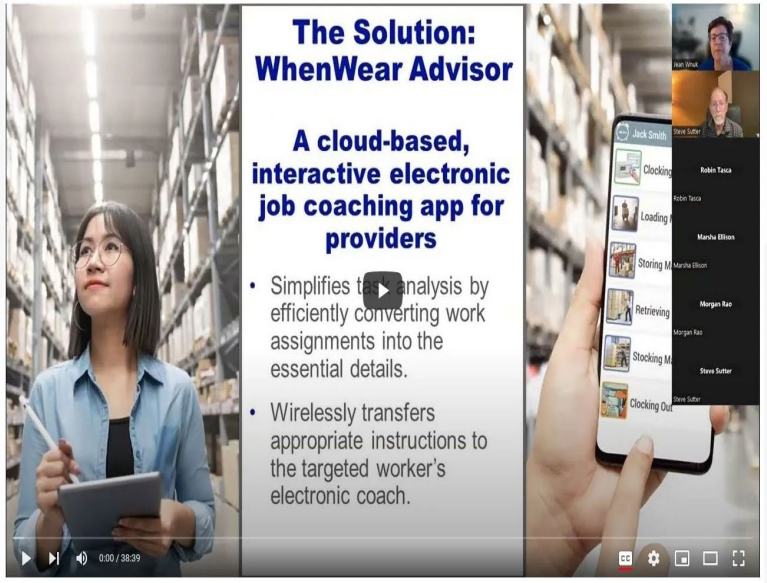
"A central problem

Research Briefs?

Videos?



Webinars?



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RESULTS – Providers

DEMOGRAPHICS (Total N = 161)		% (N)
Age	Under 30	87.6% (141)
	30+ years old	12.4% (20)
Gender	Male	15.5% (25)
	Female	82.6% (133)
Race	White not selected	23.0% (37)
	White selected	77.0% (124)
Job Role	None/Other	9.9% (16)
	Job coach	37.9% (61)
	Supervisor	23.0% (37)
	Director	29.2% (47)
Education Level	High school/GED	1.9% (3)
	BA	48.4% (78)
	MA or higher	49.7% (80)

No significant differences observed when comparing demographic proportions across modalities

Engagement in Modality

	Brief		Video		Webinar		Total	
	N	%	N	%	N	%	N	%
No	9	17.0%	20	35.7%	31	59.6%	60	37.3%
Yes	44	83.0%*	36	64.3%*	21	40.4%	101	62.7%
Total	53	100%	56	100%	52	100%	161	100%

*Mean engagement was significantly higher in the brief and video compared to the webinar.
There were no significant differences in engagement by education level, race, age, or job role.

Duration of Engagement

Brief	Video	Webinar	Total
% (n)	% (n)	% (n)	% (n)
97.85 (43)	**99.37*** (33)	**89.72** (21)	**96.58** (97)

*On average, those who viewed the video watched 99.37% of the video. This is significantly higher engagement compared to those who started the webinar.

There were no significant differences in duration by education level, age, or job role. White people had significantly higher engagement percentages than non-white people in the video modality.

Which modality would you most likely use to learn new information?

	N (n=97)	%
In-person training	44	45%
Video	43	44%
Virtual training	42	43%
Live webinar	33	34%
In-person conference	29	30%
Recorded webinar	25	26%
Virtual conference	21	22%
Written product	20	21%
Podcast	6	6%

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- Need help identifying appropriate Knowledge Translation strategies for your audiences?
- Need help in applying Knowledge Translation approaches to your work?
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Q&A

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www.ktdrr.org

ktdrr@air.org

800.266.1832

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