Overview and Objectives:

Course Description: This course provides an introduction to concepts and skills in Knowledge Translation (a coordinated, collaborative approach to ensure that research findings are utilized by key stakeholders) and to the role of research in changing policy and practice at local, regional, and national levels. This module will build on concepts in community-partnered research introduced in Module A of this three-part sequence in community based participatory research. This skills-based module will introduce learners to theoretical concepts in Knowledge Translation (KT), dissemination and implementation science, and apply these concepts to practical exercises to translate research findings for relevance to other key stakeholders, including community partners, program developers, and policy makers. One session will be devoted specifically to skills building in legislative and media advocacy. The goal of this course is to familiarize learners with the critically important steps involved in translating research findings for relevance to stakeholders beyond academia. Discussion, interactive learning exercises, and examples of research dissemination and implementation science will be used to provide a foundation in KT as an aspect of community-partnered research.

Responsibilities:

- Completion of the assigned readings for each class is expected to be done prior to class.
- Student will be assigned 2 homework assignments that will be graded. All homework assignments will be assigned with a due date and are to be turned in at the beginning of class on the due date. Please send completed assignments via email to by the due date.
- Attendance and participation in class are required.
- Evaluation criteria for this module will be based on completion of the homework assignments and course participation.

Course Requirements:

- Homework assignments 20%
- Final paper 30%
- Class participation and attendance 50%

Attendance Policy:

- Students are expected to sign-in to each class (computer provided in suite lobby). If a problem is encountered with the sign-in system, please contact the course instructor(s) as well as Lauren Talotta (talottals@upmc.edu) immediately.

Course Grading Scale:

For the computation of the final course grade as well as for the course assignments, the following grading scale will be used:

- 90 - 100 = A
- 86 - 89 = B+
- 80 - 85 = B
- 76 - 79 = C+
- 70 - 75 = C
- 66 - 69 = D+
- 60 - 65 = D
- < 60 = F

Required Readings(s):

- Each week a separate set of journal articles and readings will be assigned that are the
primary sources to guide discussion during the sessions.

**Website resources:**

- [http://ktclearinghouse.ca/](http://ktclearinghouse.ca/)

**Academic Integrity:**

Students in this course will be expected to comply with the [University of Pittsburgh's Policy on Academic Integrity](http://www.provost.pitt.edu/info/aii.html). Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the University Guidelines on Academic Integrity. This may include, but is not limited to, the confiscation of the examination of any individual suspected of violating University Policy. Furthermore, no student may bring any unauthorized materials to an exam, including dictionaries and programmable calculators.

**Disabilities:**

If you have a disability for which you may be requesting an accommodation, you are encouraged to contact both your instructor and Disability Resources and Services, 140 William Pitt Union, (412) 648-7890/(412) 383-7355 (TTY), as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for this course.
Course Schedule

Session 1: Introduction to Knowledge Translation

At the conclusion of this session, the student will be able to:

- Describe Knowledge Translation (KT) definitions and framework
- Provide illustrative examples of different approaches and strategies for KT and apply these to clinical and translational research, with an emphasis on research dissemination

Topics:

- Introduce “knowledge translation” (KT) as a framework and different models employed in KT
- Provide illustrative examples of knowledge translation in community-based participatory research (CBPR)
- Guests: Janice Goldsborough, Women’s Center & Shelter of Greater Pittsburgh
  http://www.wcspittsburgh.org/
  Rebecca Levenson, Senior Policy Analyst, Futures Without Violence
  http://www.futureswithoutviolence.org/

Required Reading(s):


Homework assignment(s):

Homework assignment #1

Brief paper on how “Knowledge Translation” might be applied in your own research.
1) Which stakeholders should be included in the process, why, how, and in what capacity?
2) What are some potential challenges in engaging these stakeholders? (Or you may reflect on a successful example of stakeholder engagement and knowledge translation from your own work).

**All homework assignments are to be no more than two pages double-spaced, 12 pt Times New Roman font, 1” margins**
Session 2: The Challenge of Implementation  

At the conclusion of this lecture, the student will be able to:  
- Describe the process associated with identifying key stakeholders and strategies for integrating stakeholders in the research process  
- Identify the multiple challenges associated with implementation and dissemination

Topics:  
- Identify strategies for integration of stakeholders into Knowledge Translation  
- An introduction to implementation science  
- **Guest lecturer:** Dr. Mark Friedman, PhD, MSW, MPA  
  Assistant Professor, Department of Behavioral and Community Health Sciences, Graduate School of Public Health  
  Director, Center for Maternal & Child Health Leadership in Public Health Social Work  
  [http://www.bchs.pitt.edu/directory/bios/friedman.asp](http://www.bchs.pitt.edu/directory/bios/friedman.asp)

Required Reading(s):  

Recommended Readings:  


Homework assignment(s):  
None

Due Today:  
Homework assignment #1
Session 3: Knowledge Translation in Practice
Implementation Science

At the conclusion of this lecture, the student will be able to:
• Describe how researchers can strengthen the knowledge translation process and bridge the knowledge gap
• Identify the key challenges and facilitators in bringing evidence-based research into practice

Topics:
• Guests: Maggie McDonald, PhD, MFA on Writing Science
  Assistant Professor of Epidemiology
  Associate Vice Chancellor for Academic Affairs, Health Sciences
  http://www.epidemiology.pitt.edu/mcdonald.asp

  Matthew Chinman, PhD on Getting To Outcomes – Implementing Evidence-based Programs in Community Programs Behavioral Scientist, RAND
  http://www.rand.org/about/people/c/chinman_matthew.html

• Group Discussion -- identify barriers and facilitators for implementing evidence-based practice

Required Reading(s):


Homework assignment(s):
Homework Assignment #2

Identify a policy implication from your own research or a recent journal article and prepare a brief summary of the research and the policy implications.

**All homework assignments are to be no more than two pages double-spaced, 12 pt Times New Roman font, 1” margins**
Session 4: Training in Legislative and Media Advocacy

At the conclusion of this lecture, the student will be able to:

• Know how to write a letter to the editor, how to talk to a legislator or staff of a legislator in person, and how to prepare for a media interview about a research study

Topics:

• Guest speakers: Anita Srikameswaran, MD
  Senior Manager Media Relations, UPMC and University of Pittsburgh Schools of the Health Sciences
  http://www.news.pitt.edu/contact/anita-srikameswaran

  Ellen Mazo, Director of Government Affairs, Children’s Hospital of Pittsburgh of UPMC

• Small group practice with practical application scenarios

Required Reading(s):

Due Today:
Homework assignment #2

Homework assignment(s):
Begin preparation for final paper

Using the KT frameworks provided during the course, write a final paper outlining a KT Action Plan for a research project you are working on. Alternatively, with the approval of the course instructor, write a policy brief on a research area of interest. Details to be provided on the first day of the course.

**All papers are to be 5 pages double-spaced, 12 pt Times New Roman font, 1” margins
Session 5: Creating a KT Action Plan

At the conclusion of this session, the student will be able to:
- Describe a range of processes for research dissemination
- Create a systematic KT Action Plan for a research study or research agenda

Topics:
- **Guest lecturer:** Michael Yonas on Research Dissemination through the *New Pittsburgh Courier*
- Class presentations of KT Action Plans

**Required Reading(s):**
None

**Due Today:**
Final paper