

# *How to do Knowledge Translation in a Pandemic*



## Dr. Sarah Munro, PhD

Assistant Professor, Department of Obstetrics and Gynecology

Scientist, Centre for Health Evaluation & Outcome Sciences (CHÉOS)

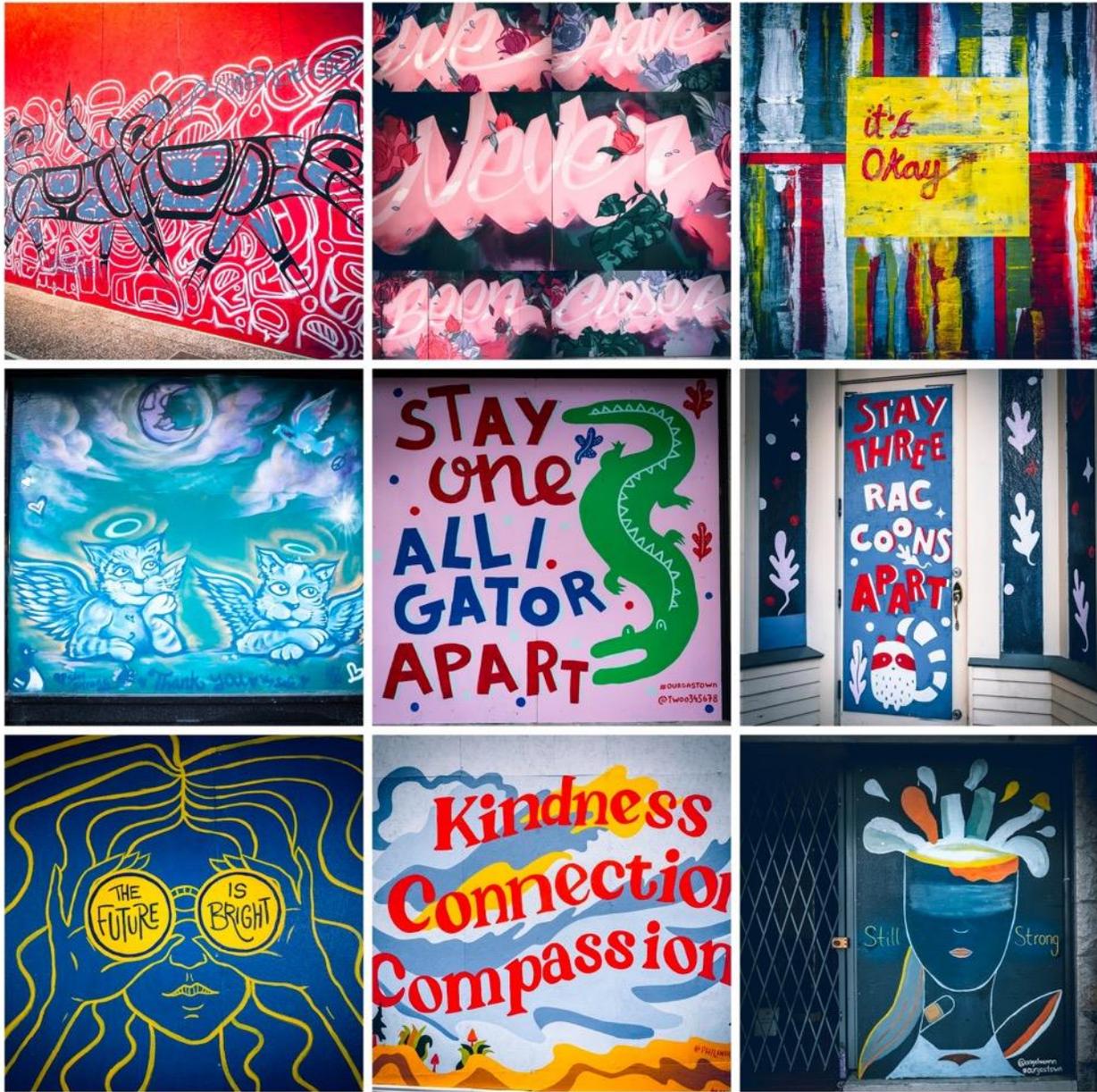
Scholar, MSFHR / CHÉOS

*Friday, May 29<sup>th</sup> 2020*



#ktconnects  
@DrSarahMunro





 [Topher\\_Vollan](#)

# Disclosures

Competitive and non-competitive grant funding provided by:

- BC Centre for Disease Control and Perinatal Services BC, part of the BC Provincial Health Services Authority
- Centre for Health Evaluation and Outcome Sciences, part of Providence Health Care and UBC
- Michael Smith Foundation for Health Research and Canadian Institutes of Health Research
- BC SUPPORT Unit

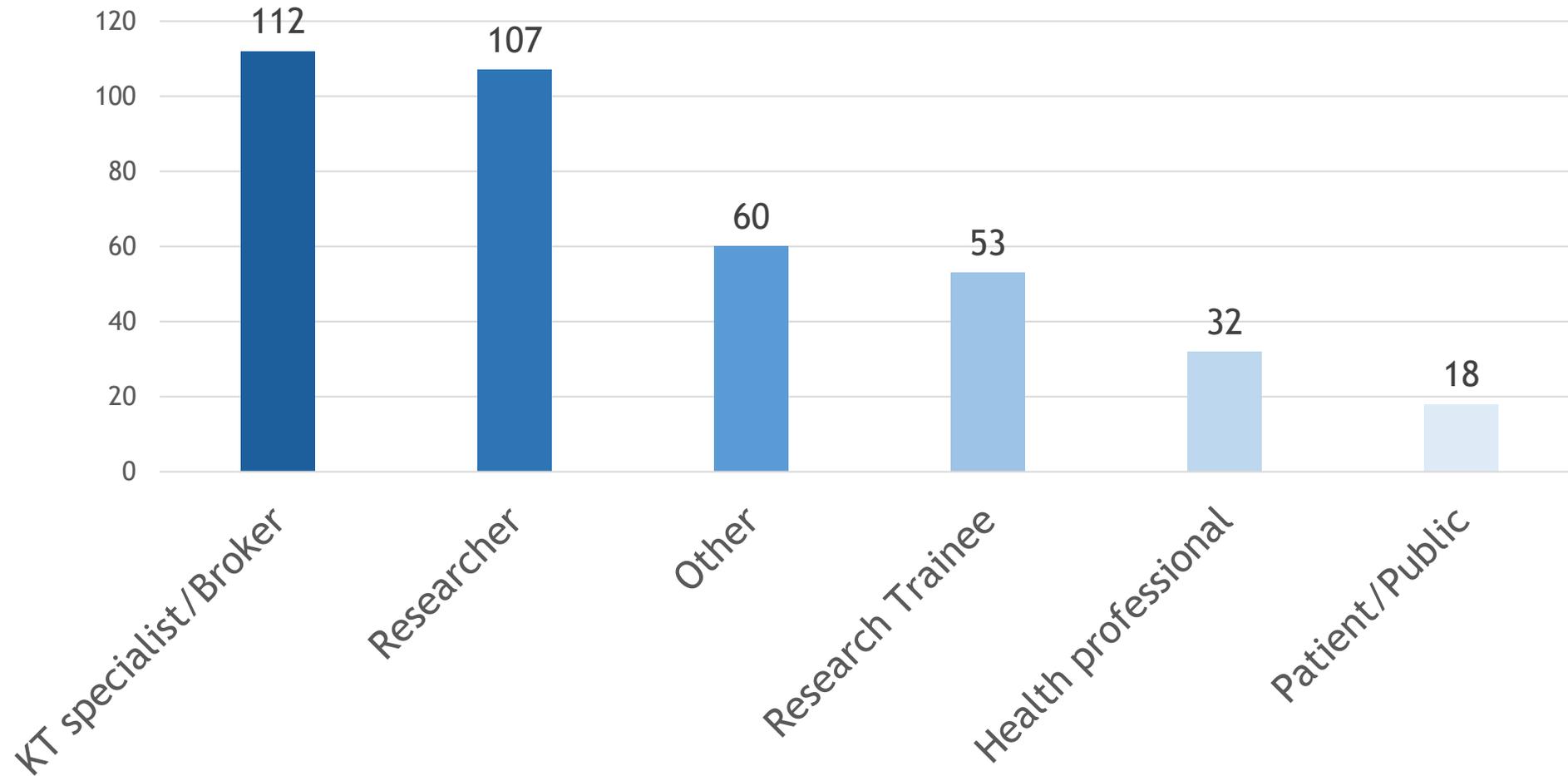
# Disclosures

- This program has received NO commercial financial or in-kind support.
- My consulting and advising activities are not tied to the outcome of my research.
- Any intellectual property that might arise from consulting and advising activities is my own.

# Objectives

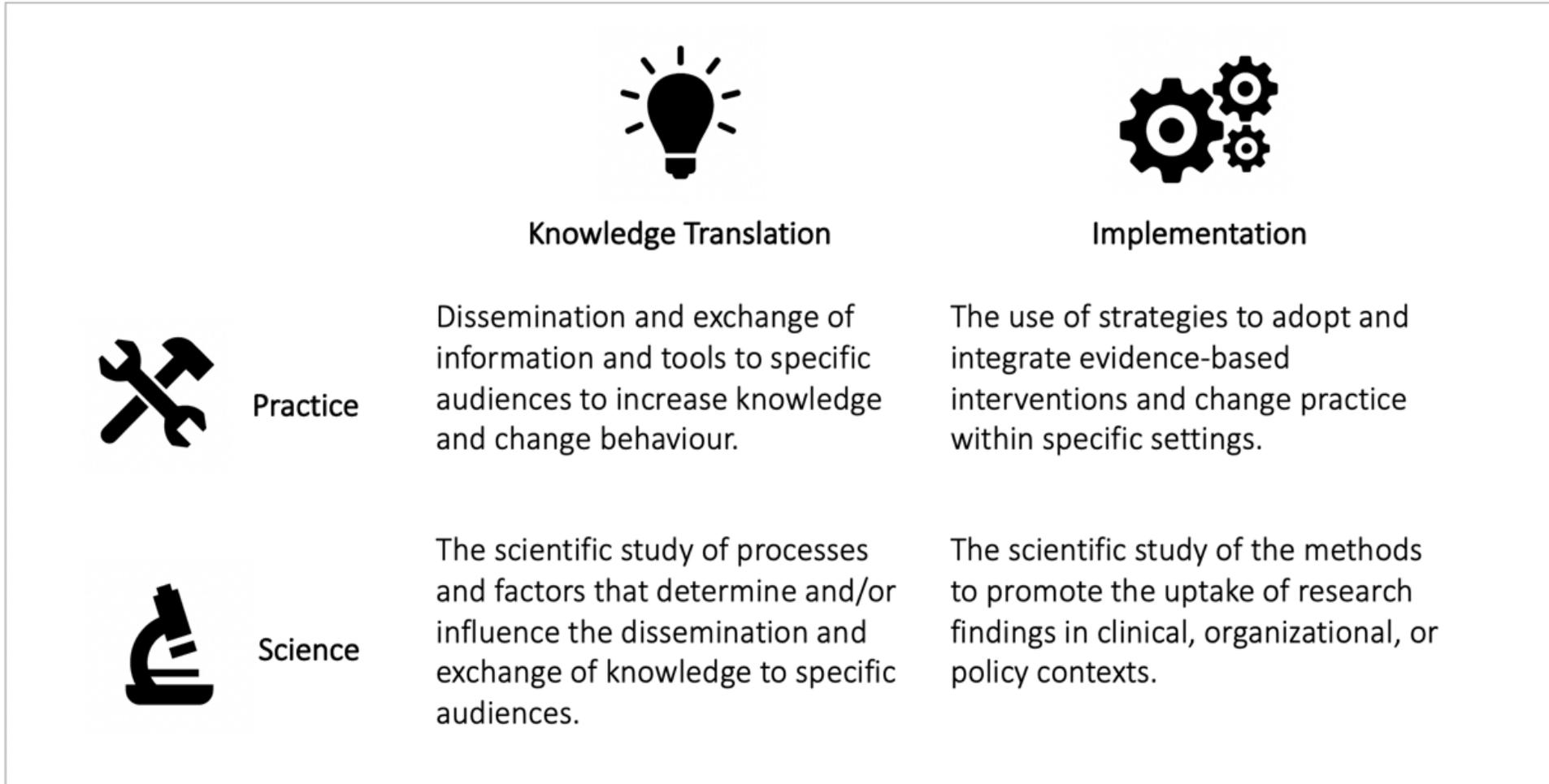
1. Describe common barriers to knowledge translation (KT) during pandemics and periods of social disruption.
2. Identify methods for integrated and end-of-grant KT during the COVID-19 pandemic, using case examples from women's health research.
3. Select KT strategies that help accelerate the impact of research evidence during the COVID-19 pandemic.

# Webinar participation



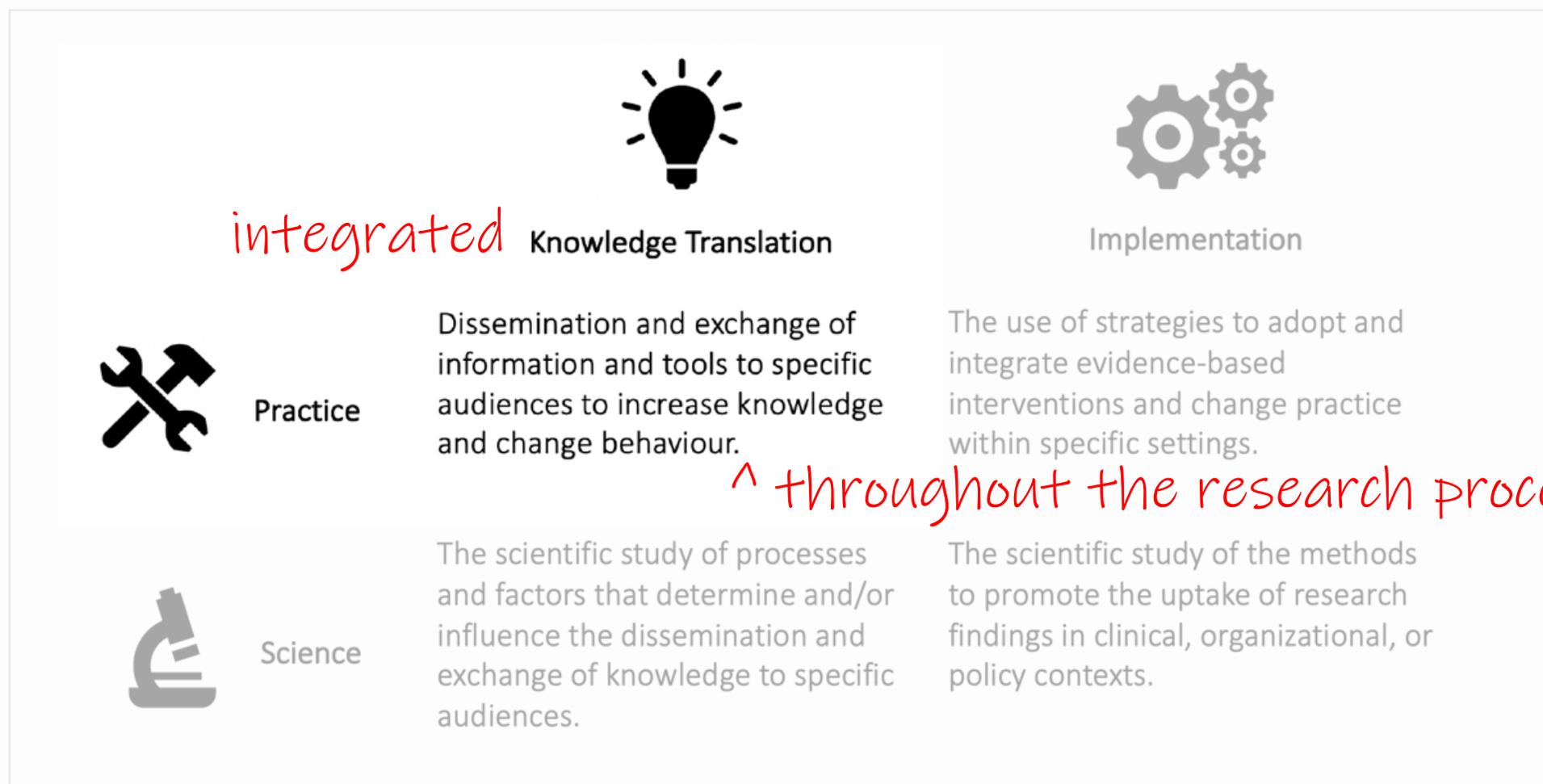
May 15, 2020

# Knowledge translation



Implementation and Knowledge Translation Science, Framework and Definitions.

*Adapted from St. Michael's Hospital, National Institutes of Health, the journal Implementation Science, and Michael Smith Foundation for Health Research.*



Bowen & Graham. “Integrated knowledge translation” in Knowledge Translation in Health Care, 2nd Ed.. 2013

*Context*



Knowledge Translation

Dissemination and exchange of information and tools to specific audiences to increase knowledge and change behaviour.



Implementation

The use of strategies to adopt and integrate evidence-based interventions and change practice within specific settings.



Practice



Science

The scientific study of processes and factors that determine and/or influence the dissemination and exchange of knowledge to specific audiences.

The scientific study of the methods to promote the uptake of research findings in clinical, organizational, or policy contexts.

*within specific settings*

*to specific audiences*

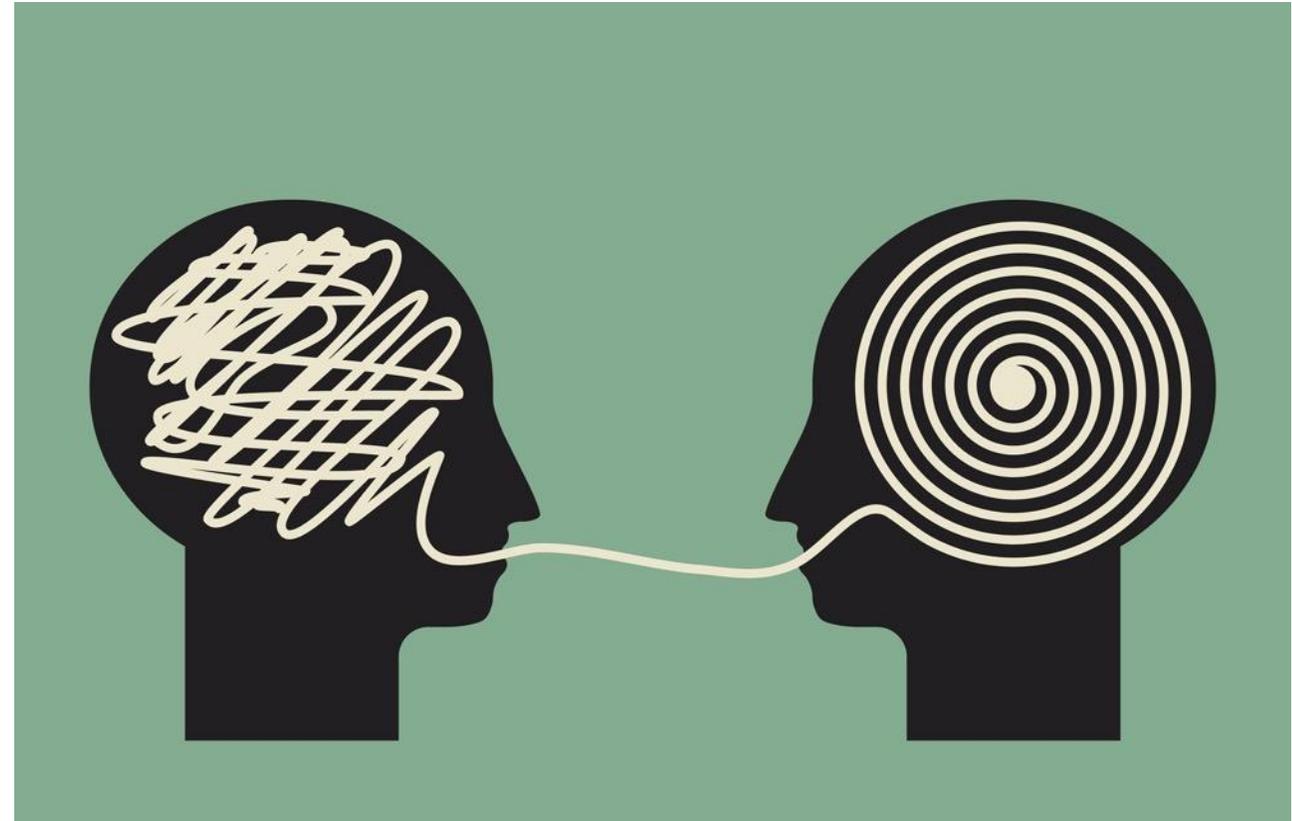
*in clinical, organizational, or policy contexts*

## Further Readings

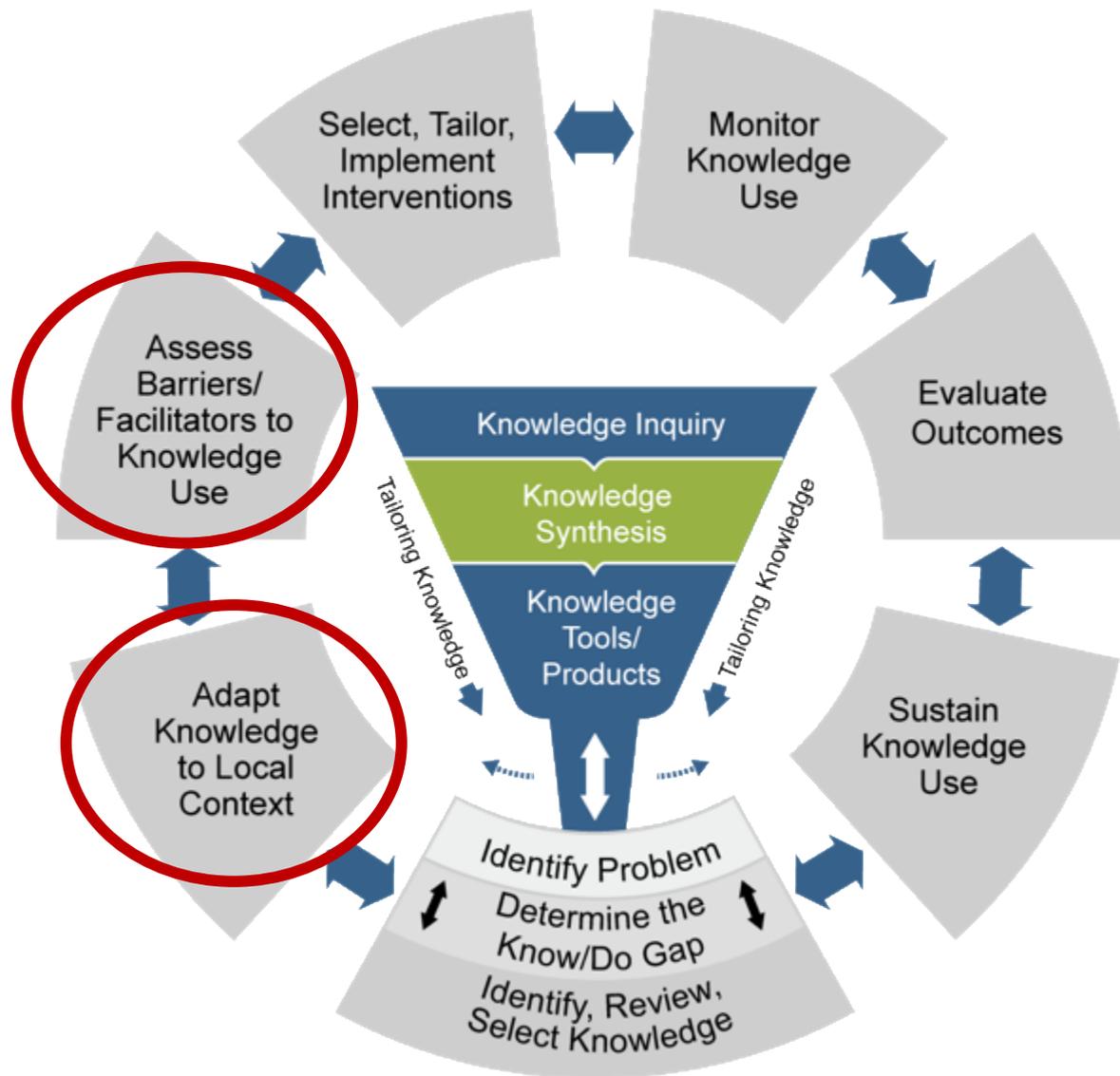
May C, Johnson M, Finch T. “Implementation, Context and Complexity.” *Implementation Science* 11 (2016): 141

Hirschhorn L, Smith JD, Frisch MF, Binagwaho A. Integrating Implementation Science into Covid-19 Response and Recovery. *BMJ* 369 (May 14, 2020).

Lupton D. “Social Research for a COVID and Post-COVID World: An Initial Agenda.” *Medium*, March 29, 2020.



Credit: Shutterstock



Graham et al. *Lost in knowledge translation*. 2006

# Barriers to KT during the pandemic

**Do your part. Stay 2 metres apart.**



**Help keep  
parks open.**

metrovancouver | REGIONAL PARKS

How far is 2 metres? The distance from a cougar's nose to the tip of its tail.



## Video-conferencing exhaustion is a real thing



*Saturday Night Live* (Credit: NBC via Google Images)

“Tools that increase productivity weren't meant to mimic normal social interaction.”

Bailenson, Jeremy. “Why Zoom Meetings Can Exhaust Us.” *Wall Street Journal*, April 3, 2020



## Choose the right method at the right time in the right context



### Knowledge Translation



### Implementation



#### Practice

Dissemination and exchange of information and tools to specific audiences to increase knowledge and change behaviour.

The use of strategies to adopt and integrate evidence-based interventions and change practice within specific settings.



#### Science

The scientific study of processes and factors that determine and/or influence the dissemination and exchange of knowledge to specific audiences.

The scientific study of the methods to promote the uptake of research findings in clinical, organizational, or policy contexts.

# KT Practice



Tip: Write an Opinion or Editorial for a news paper or blog



**Sarah Efron** ✓  
@Sarah\_Efron

I'm looking for sharp 750-word columns for The Globe and Mail's Opinion page, ideally news-hooked and from authoritative authors. [sefron@globeandmail.com](mailto:sefron@globeandmail.com)

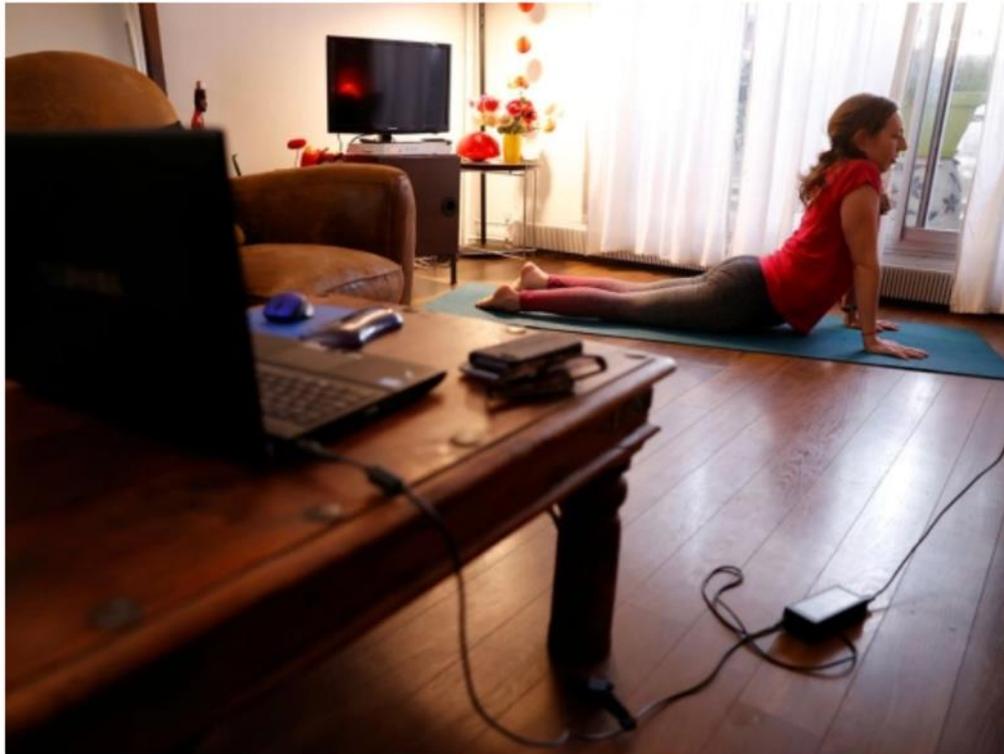
12:46 PM · May 12, 2020 · [Twitter Web App](#)

**332** Retweets   **628** Likes

Opinion / Op-Ed

# Skye Barbic and Catherine Backman: Staying happy while staying home: Lessons from occupational therapy

Skye Barbic, Catherine Backman  
March 28, 2020 • 3 minute read



If you live in an apartment and cannot get outside, there are terrific online groups for yoga, plyometrics, meditation, spinning, and body-weight exercise. CHRISTIAN HARTMANN / REUTERS

# Opinion: Canada must prepare its hospitals for COVID-19. And do it quickly

*A national task force is needed to strategize how to make room in our already overcrowded health-care centres*



Medics prepare to transfer a patient to an ambulance from a long-term care facility linked to two confirmed coronavirus cases in Kirkland, Wash., on March 1, 2020. David Ryder/Reuters

NATIONAL POST  
DR. P.G. FOREST  
AND DR. JASON  
SUTHERLAND

By Dr. P.G. Forest and Dr. Jason Sutherland

If COVID-19 breaks out in Canada, hospitals will have to move quickly to make thousands of beds available to people affected by the virus.

March 4, 2020  
6:00 AM EST  
© Last Updated  
March 5, 2020  
2:59 PM EST

Filed under  
Full Comment





Tip: Contribute to an inventory or evidence repository

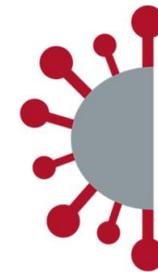


**BC AHSN**

British Columbia  
Academic Health Science Network



**CanCOVID**



**COVID-END**

COVID-19 Evidence Network  
to support Decision-making

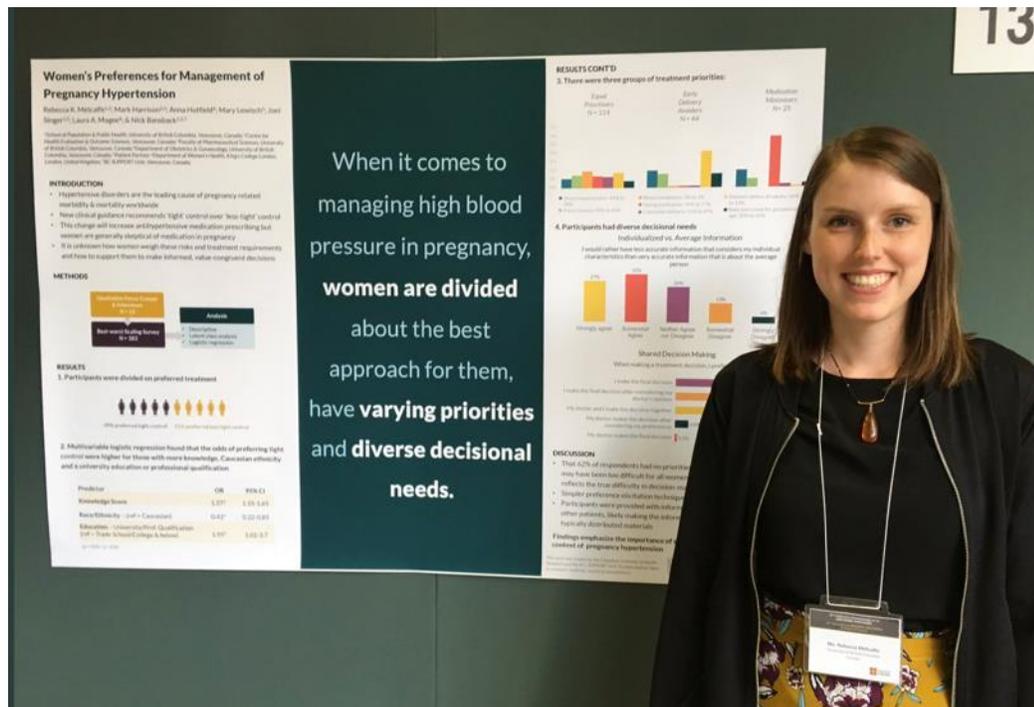


**KT Pathways**

Stay tuned....



## Tip: Use Twitter to extend the reach of your evidence



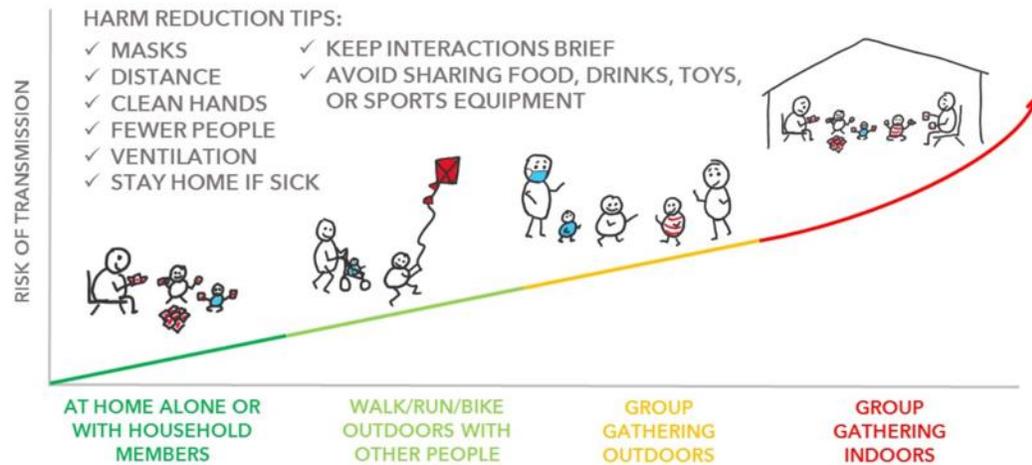
Rebecca Metcalfe, PhD Candidate (Credit: image my own)



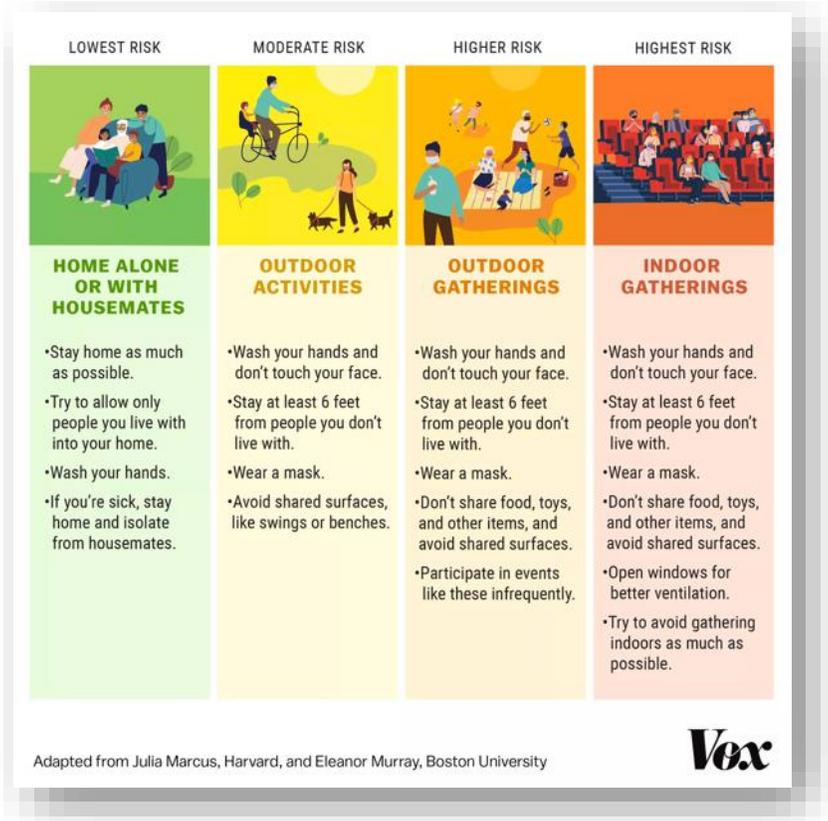


## Tip: Create an infographic and disseminate via news media

### REDUCING RISK OF CORONAVIRUS TRANSMISSION



@JuliaLMarcus, @EpiEllie, + Jonah Saffran





Tip: Create a short documentary or video



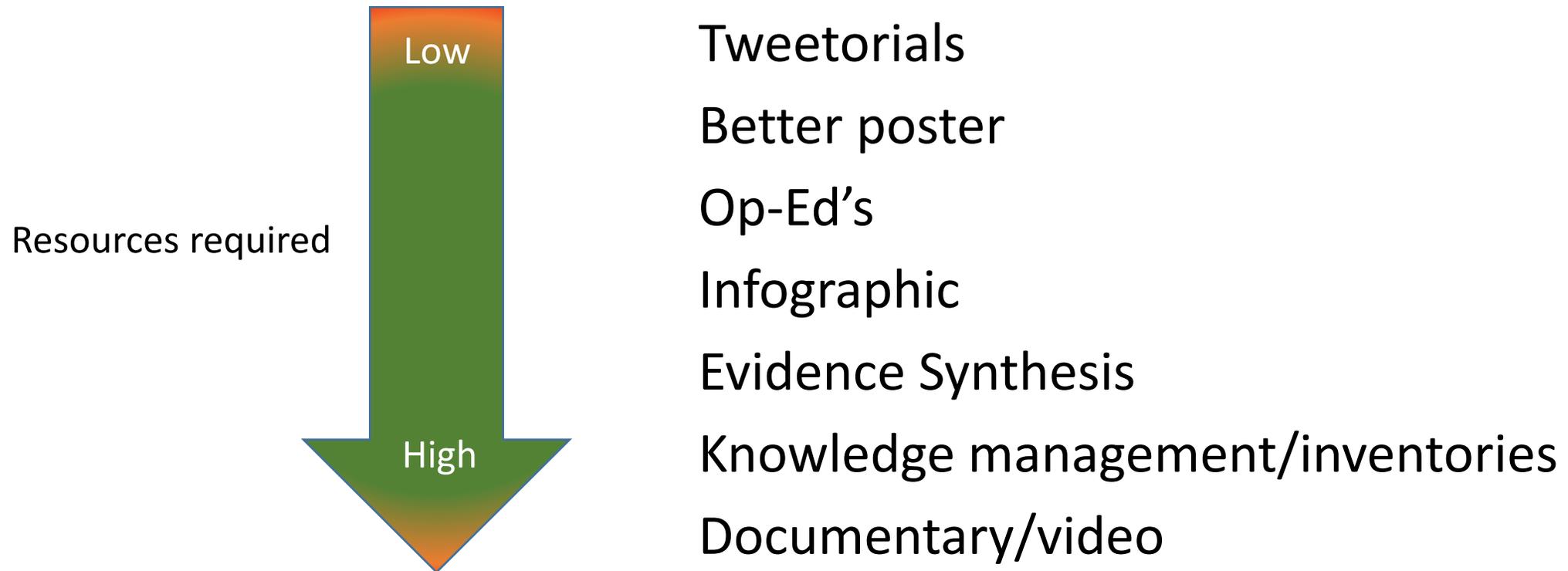
IHDCYH Winners 2017 (Credit: CIHR)

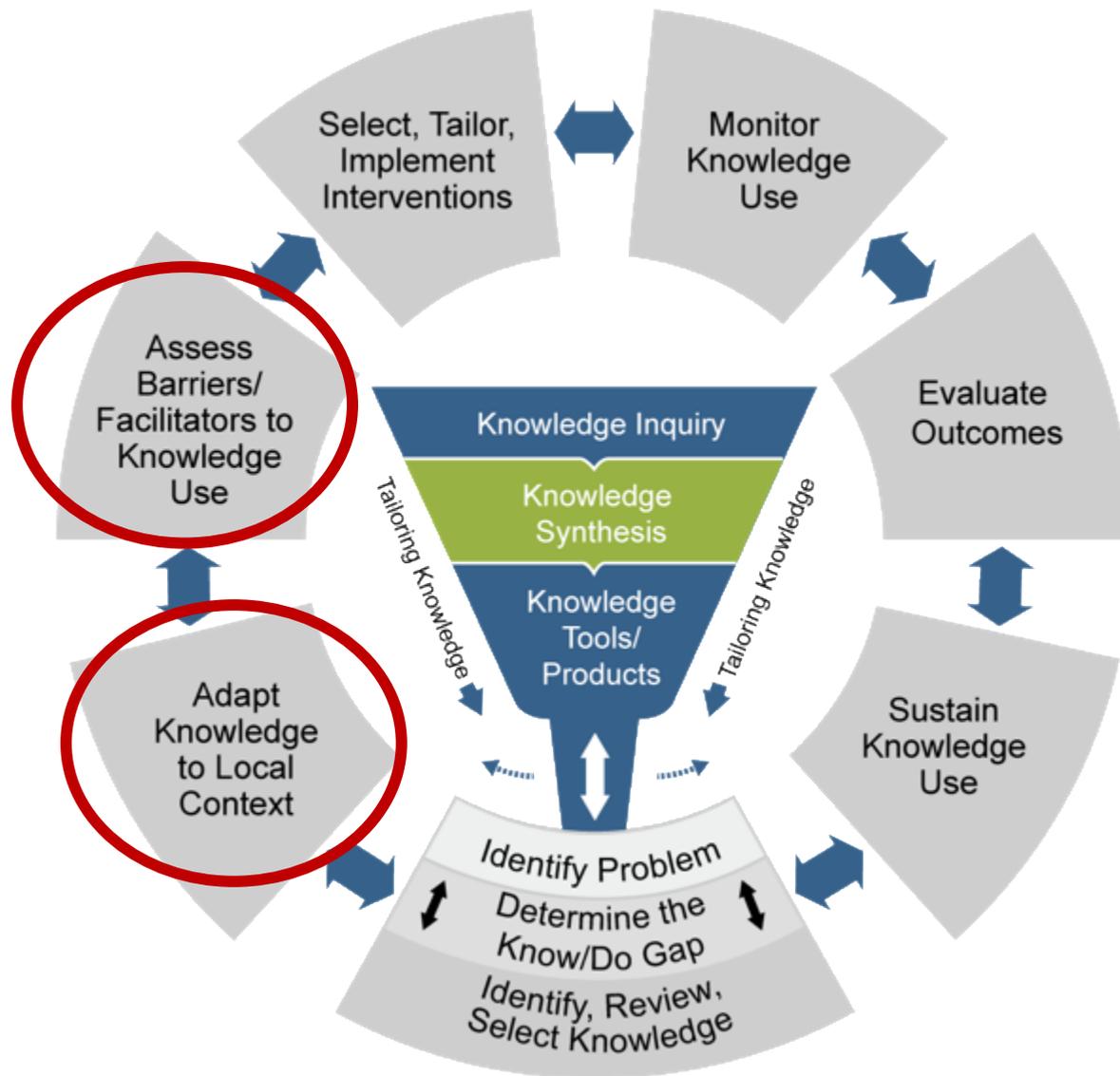


The **IHDCYH Talks Video Competition** is a unique opportunity to submit a short video that presents a clear evidence-based message to a lay audience that is designed to have a positive impact on the health of children, youth and families.



Choose the right method at the right time in the right context

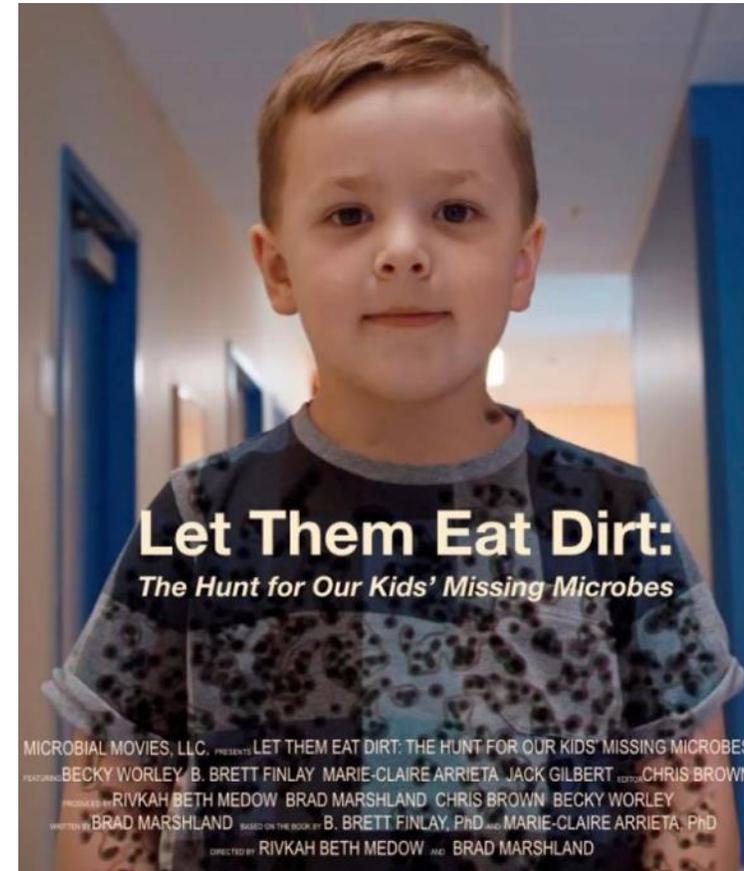
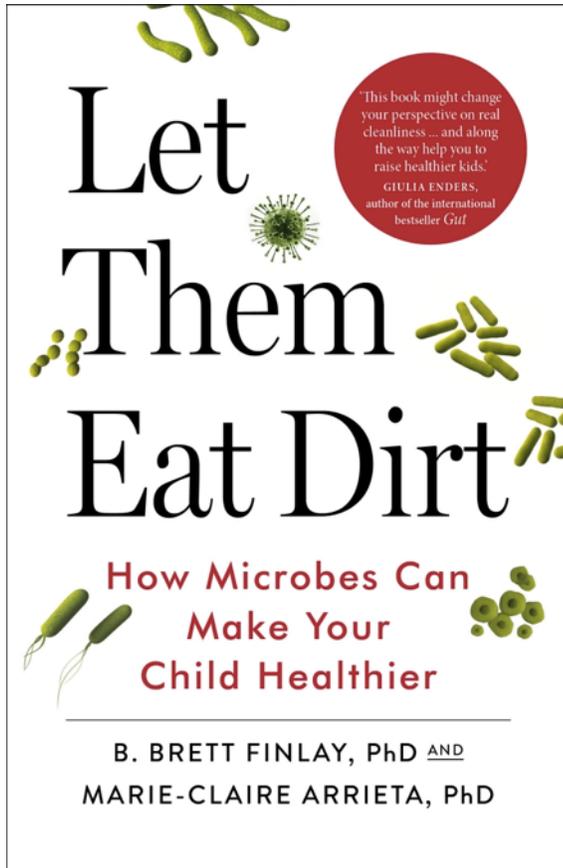




# KT Science

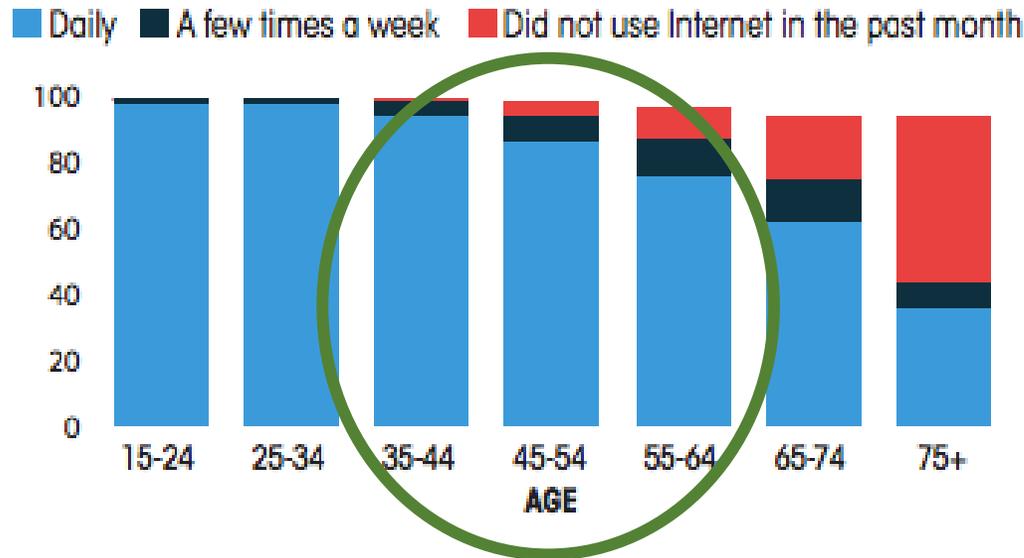


# Case example: *Let Them Eat Dirt*

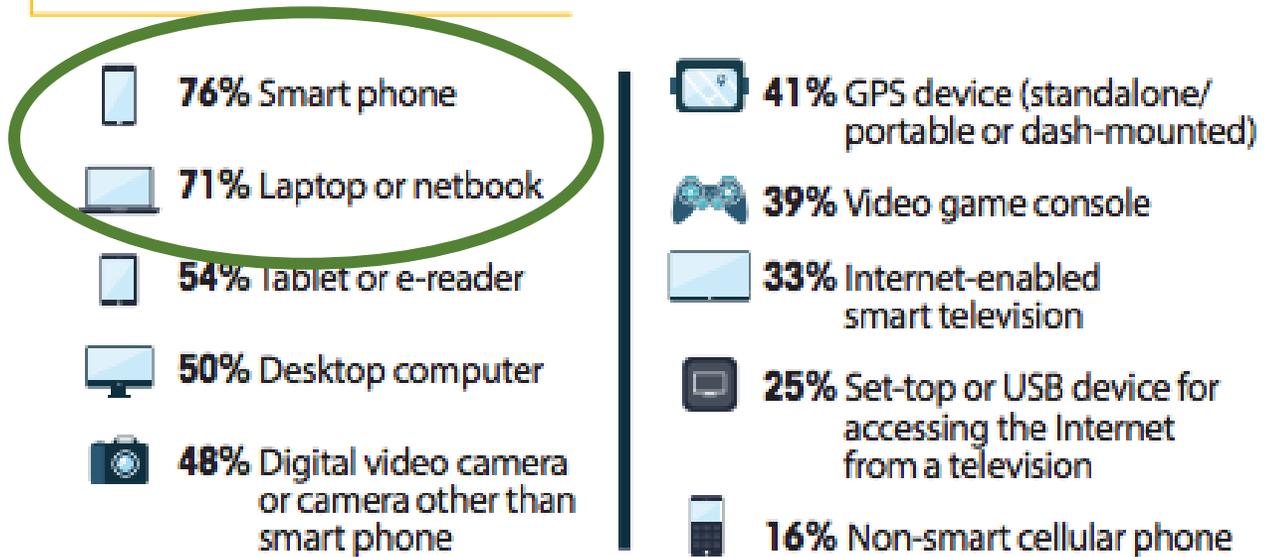


Credit: LetThemEatDirt.com

**Nearly all Canadians under the age of 45 use the Internet every day.**



**Top 10 devices owned.**



Statistics Canada. 2016 General Social Survey. (Canadians at Work and Home). Infographic: “The Internet and Digital Technology” <https://www150.statcan.gc.ca/n1/en/catalogue/11-627-M2017032>

## Why do people seek pregnancy or child health-related information from the Internet?

Survey conducted over a 12-week period with 613 women from 24 countries

- 94% used the Internet to supplement information already provided by health professionals
- 83% used it to influence their pregnancy decision making

Lagan, Sinclair & Kernohan. Internet use in pregnancy informs women's decision making. *Birth*; 2010.



Credit: iStock

Key factors influencing participants to access the Internet:

- 49% reported dissatisfaction with information given by health professionals
- 47% reported lack of time to ask health professionals questions

This information increased their confidence in decision-making.

## Take home message

Documentaries shared on the Internet may have greater reach and impact than through other media sources for this audience



Credit: iStock

## Is documentary a method of knowledge translation that researchers should invest in developing?

It depends on the knowledge translation goal, audience, and key message

**What works?** Short formats, passively disseminated, with ‘aha’ moments

**In what circumstances?** ‘On demand’ to be accessible in busy lives

**To what effect?** Entertainment, new knowledge, intention to ‘try things out’



Credit: iStock

Munro et al. Unpublished work in progress

# Integrated Knowledge Translation

# Maintaining relationships for iKT



What are your priorities right now?



What would be feasible?

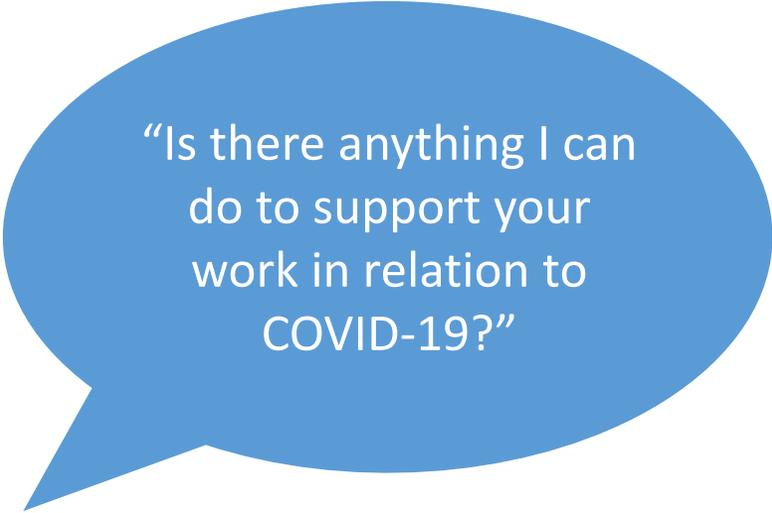


How can I support this work?



# Reading the room

- Observe, listen, use their language
  - “disaster planning,” “evaluation” not research, “public facing materials” not KT
- Teach back – are you hearing things correctly? Empathize and watch for positive signals and invitations
  - “we are deeply concerned about...” “we have no idea how many...” “what we’re hearing is...”.
- If you put out an offer or an idea, pay close attention to their response and take some time to interpret it.
- Ask open ended questions and always finish with “is there anything I’m missing that we haven’t talked about?”



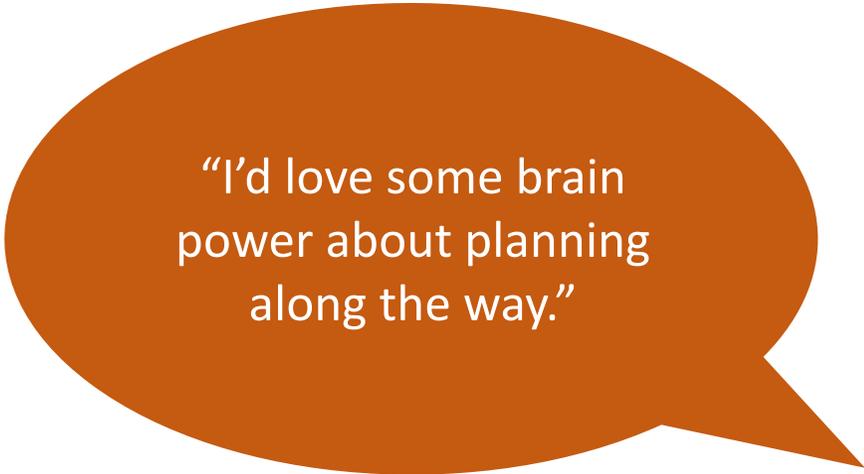
“Is there anything I can do to support your work in relation to COVID-19?”



“This email is timely and I’m grateful that you reached out. Could we connect later this week or sometime next?”



“We’ve heard this ... can you confirm it in any way?”



“I’d love some brain power about planning along the way.”

# Equity, diversity & inclusion



CHÉOS Parent Advisory Group, December 2019 (Credit: Image my own)

# Twelve Lessons Learned for Effective Research Partnerships Between Patients, Caregivers, Clinicians, Academic Researchers, and Other Stakeholders

## Theme 1: Establishing and maintaining a culture of mutual respect



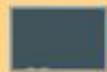
Have an in-person full team meeting, as early as possible



Introduce yourself with stories, not titles



State individual and project goals explicitly



Offer orientation to everyone on the team

## Theme 2: Actively involving all team members



Ensure funding for everyone's participation



Recognize different kinds of contributions



Invite people to contribute and take up roles



Privately check in with people who are quiet

## Theme 3: Facilitating good communication



Think carefully about labels, as they convey implicit values



Beware of jargon and acronyms



Occasionally regroup in smaller, more homogeneous groups



Create a visual map of the project

Witteman H, Chipenda S, Dansokho H, Colquhoun A, Fagerlin A, Giguere AMC, Glouberman S et al. Twelve Lessons Learned for Effective Research Partnerships Between Patients, Caregivers, Clinicians, Academic Researchers, and Other Stakeholders. *Journal of General Internal Medicine* 2018; 33:4, 558-562.

Witteman et al. "Twelve Lessons Learned for Effective Research Partnerships Between Patients, Caregivers, Clinicians, Academic Researchers, and Other Stakeholders." *Journal of General Internal Medicine* (2018)

## Panel: Steps to community participation in the COVID-19 response

### Invest in coproduction

- Fund dedicated staff and spaces to bring the public and policy makers together
- Create spaces where people can take part on their own terms (eg, avoid bureaucratic formalities or technical jargon)
- Move beyond simply gathering views and instead build dialogue and reflection to genuinely co-design responses
- Invest not only for this emergency but also for long-term preparedness

### Work with community groups

- Build on their expertise and networks
- Use their capacity to mobilise their wider communities

### Commit to diversity

- Capture a broad range of knowledge and experiences
- Avoid one-size-fits-all approaches to involvement
- Consciously include the most marginalised

### Be responsive and transparent

- Show people that their concerns and ideas are heard and acted upon
- Collaborate to review outcomes on diverse groups and make improvements

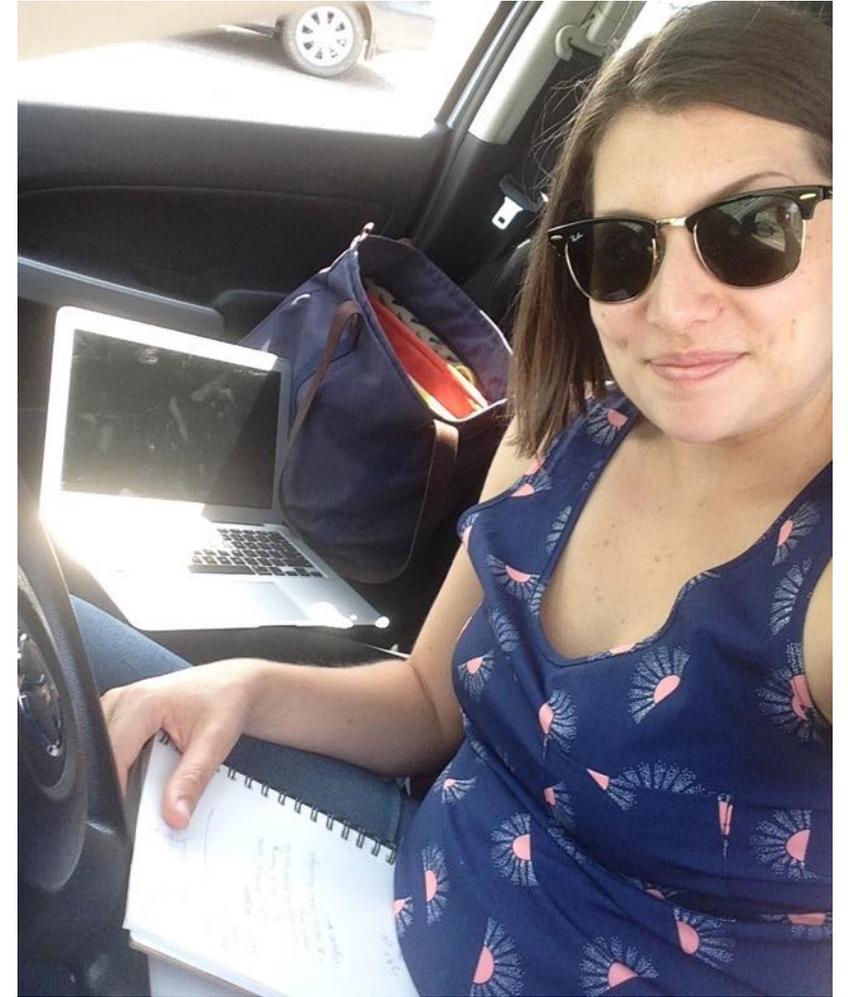
Marston C, Renedo A, Miles S. Community Participation Is Crucial in a Pandemic. *The Lancet* (May 4, 2020).

“Many accommodations demanded under COVID-19 were implemented within weeks, including the ability to work from home, to have flexible schedules, to get what we need without excessive and demeaning documentation, to share and celebrate creative adaptation, to work with the knowledge that all schedules can change.”

Shew A. Let COVID-19 Expand Awareness of Disability Tech. *Nature* 2020 May 5;581:9.



Credit: Images my own



# Moving forward

# What we've covered

1. Common barriers to knowledge translation (KT) during pandemics and periods of social disruption.
2. Methods for integrated and end-of-grant KT during the COVID-19 pandemic.
3. KT strategies that help accelerate the impact of research evidence during the COVID-19 pandemic.



**COVID-19  
FUNDING**

**RESEARCHERS**

**CURRENT  
STUDIES**

# The potential for waste in COVID-19 research

## 1,087 Covid-19 studies (ClinicalTrials.gov)

- Includes only 2 trials of masks and none examining social distancing, quarantine effect or adherence, hand hygiene, or other non-drug interventions
- At least 5 systematic reviews of face masks for people in the community have occurred in parallel.

The preprint of the first reported study of **hydroxychloroquine** on 20 March 2020 — a non-randomised study of 46 patients with inappropriate analyses — has been cited 520 times. A larger, randomised trial of hydroxychloroquine posted on MedRxiv on 14 April showing no benefits has received far less attention.

Glasziou PP, Sanders S, Hoffmann T. Waste in Covid-19 Research. *BMJ* 369 (May 12, 2020).



**Madhu Pai** ✓

@paimadhu



The [#Hydroxychloroquine](#) story has some lessons for all of us:

1. If you are a researcher, don't oversell early results
2. If you are a journalist, don't hype the research
3. If you are a policy maker, don't make hasty decisions
4. If you are the public, listen to scientists

2:01 PM · May 17, 2020 · [Twitter Web App](#)

**2K** Retweets   **5.2K** Likes

# Timing



Is now the right time to do knowledge translation?



Where does this fit in with my priorities?



What do my partners need?

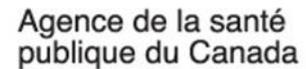
We are not  
the people we  
are going to  
be when this  
is over.

How do we  
build back  
better?



Coast Mountains, BC  
(Credit: Image my own)

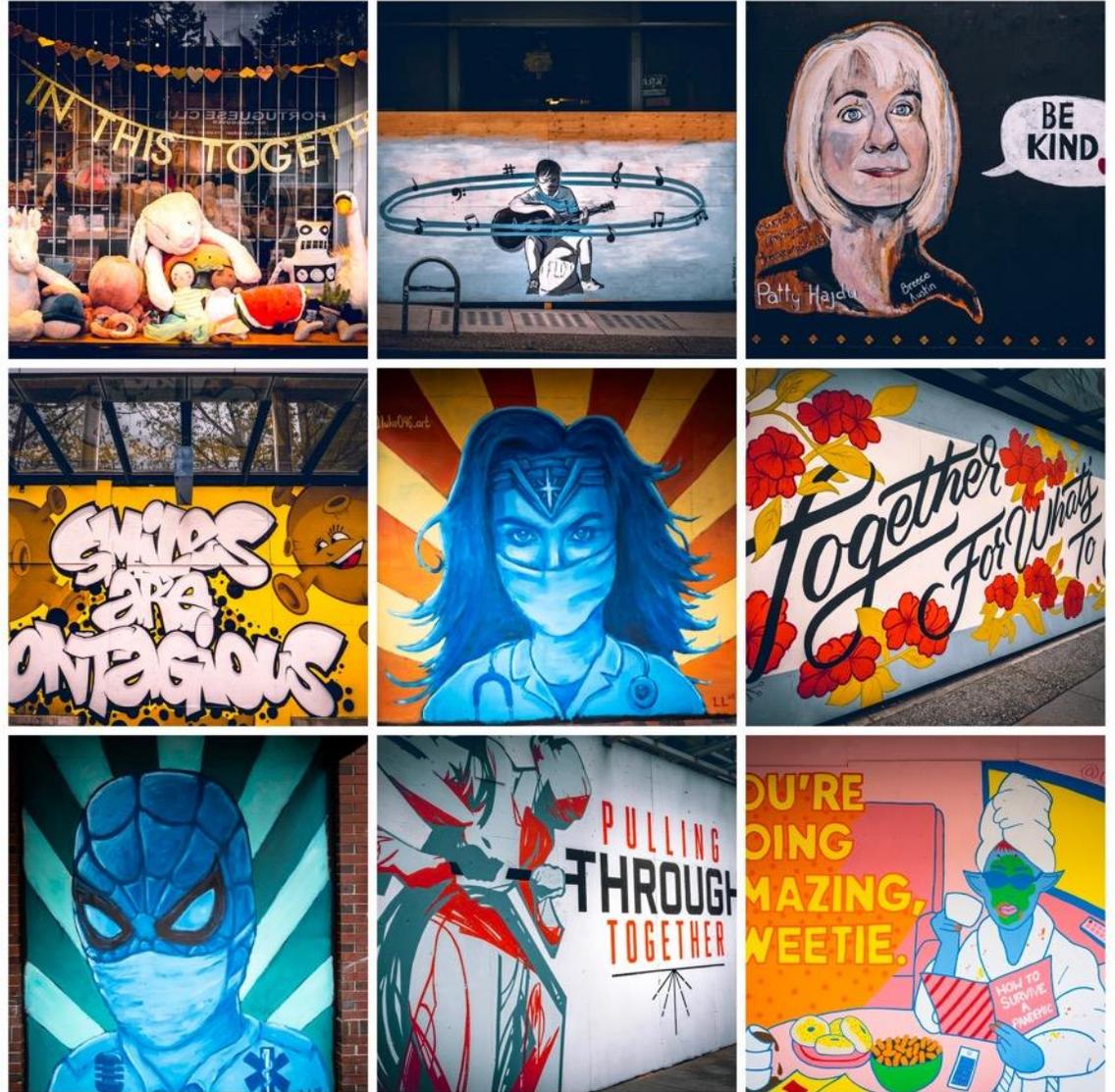
# Acknowledgments



# What are your thoughts?

 @DrSarahMunro  
 sarah.munro@ubc.ca

[www.cheos.ubc.ca](http://www.cheos.ubc.ca) | @CHEOSNews



 Topher\_Vollan