



National Collaborating Centre
for Methods and Tools

Centre de collaboration nationale
des méthodes et outils

Knowledge broker mentoring program builds capacity for evidence-informed decision making in public health

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National Collaborating Centre for Methods and Tools (NCCMT)

- Providing leadership and expertise in supporting uptake of evidence in public health practice and policy
 - High-quality methods and tools for evidence use
- Target audience includes public health managers and professionals across Canada



Evidence-Informed Public Health



Knowledge Broker Mentoring Program

- Objective: advance uptake and use of evidence-informed decision making (EIDM) in public health practice at public health units
- Evidence supports a multi-faceted knowledge translation and exchange strategy
 - Decision-maker involvement
 - Prioritization by organization
 - Staff training
 - Infrastructure support



Knowledge Brokering

- Facilitate knowledge exchange between and among various stakeholders, including researchers, practitioners, and policy makers
- Facilitate the appropriate use of the best available research evidence in decision making
 - Enhance individual and organizational capacity to participate effectively in evidence-informed decision making



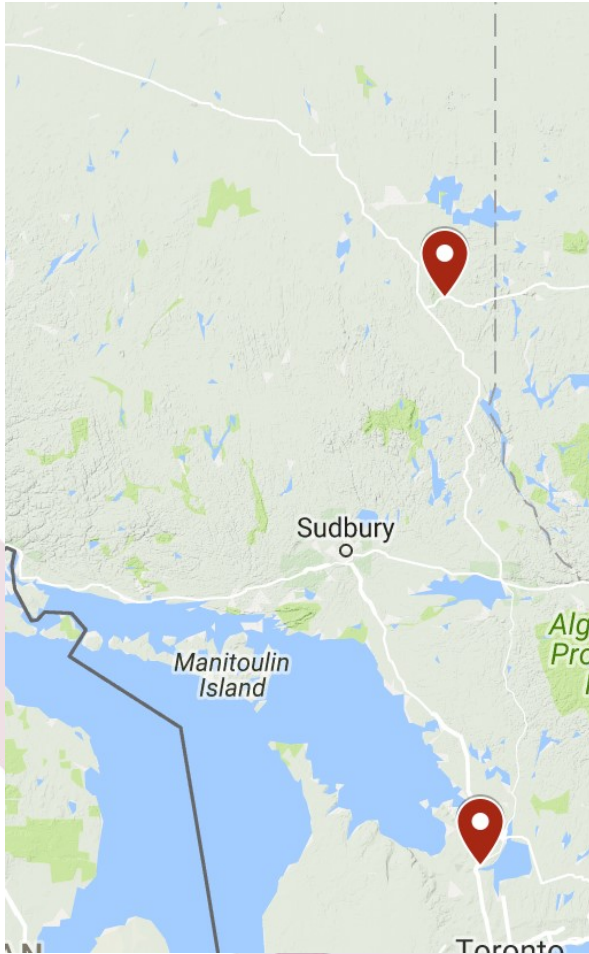
Strategy

Recruit public health units to KB program

1. Assess organizational needs
2. Build individual capacity of “internal” knowledge brokers



Participating Organizations



5 Public Health units

- Timiskaming
- Simcoe-Muskoka District
- Hamilton
- Brant County
- Middlesex-London



Phase 1: Organizational Needs



- Senior management
 - Individual review
 - 2.5 hr team focus group
- Consensus on future directions

Is research working for you?

A self-assessment tool

PART ONE: ACQUIRE

1.1 ARE WE ABLE TO ACQUIRE RESEARCH?

RATING
1 = Strongly disagree 2 = Disagree 3 = Neither agree nor disagree 4 = Agree 5 = Strongly agree

- We have **skilled staff** for research.
- Our staff has **enough time** for research.
- Our staff has the **incentive** to do research (it is used in our decision-making).
- Our staff has the **resources** to do research.
- We have **arrangements with external experts** who search for research, monitor research, or do research for us.

PART TWO: ASSESS

2.1 CAN WE TELL IF THE RESEARCH IS VALID AND OF HIGH QUALITY?

RATING
1 = Strongly disagree 2 = Disagree 3 = Neither agree nor disagree 4 = Agree 5 = Strongly agree

- Staff in our organization has **critical appraisal skills and tools** for evaluating the **quality** of methodology used in research.
- Staff in our organization has the **critical appraisal skills** to evaluate the **reliability** of specific research by identifying related evidence and comparing methods and results.

Our organization has arrangements with external

PART THREE: ADAPT

3.1 CAN WE SUMMARIZE RESULTS IN A USER-FRIENDLY WAY?

RATING
1 = Strongly disagree 2 = Disagree 3 = Neither agree nor disagree 4 = Agree 5 = Strongly agree

- Our organization has enough skilled staff with time, incentives, and resources **who use research communication skills** to present research results concisely and in accessible language.

PART FOUR: APPLY

4.1 DO WE LEAD BY EXAMPLE AND SHOW HOW WE VALUE RESEARCH USE?

RATING
1 = Strongly disagree 2 = Disagree 3 = Neither agree nor disagree 4 = Agree 5 = Strongly agree

- Using **research is a priority** in our organization.
- Our organization has committed **resources** to ensure **research is accessed, adapted, and applied in making decisions**.
- Our organization ensures **staff is involved in discussions on how research evidence** relates to our main goals.



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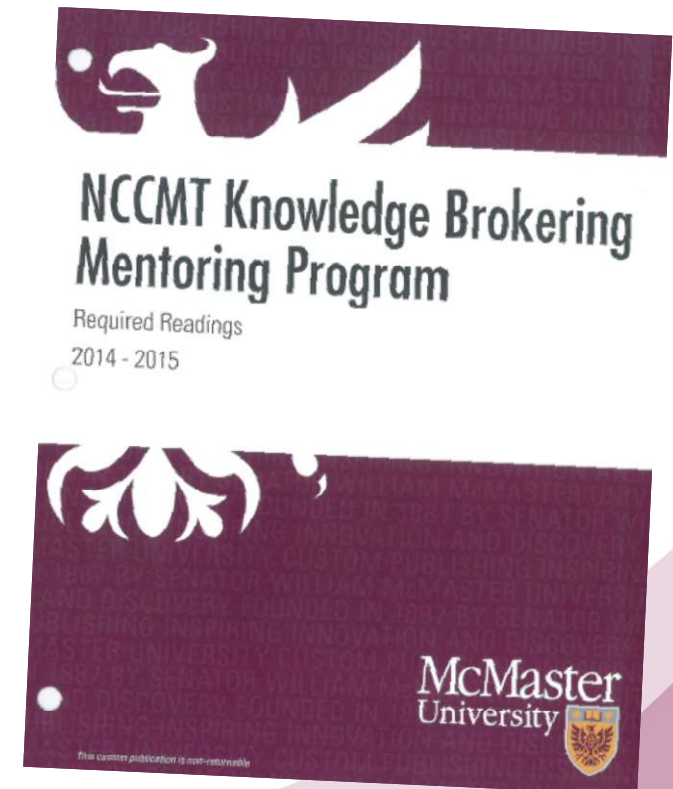
Phase 2: Individual Capacity Building

- Staff trained as knowledge brokers to help champion EIDM at health unit
- Up to 6 individuals selected by senior management
- **Activities:**
 - Workshops at 0, 6 and 12 months
 - Monthly webinars
 - Bi-weekly email/phone mentor support
 - Final rapid review project
- Led by senior KT experts as mentors



In-person Training Workshops

- 10 training days
 - Jan 25-30, 2015 (5 days)
 - Jun 16-18, 2015 (3 days)
 - Jan 19-20, 2016 (2 days)
- Course readings
- Lectures
- Individual and group critical appraisal practice



Monthly Webinars

EPHPP Quality Assessment Tool
Selection Bias

A) SELECTION BIAS

(Q1) Are the individuals selected to participate in the study likely to be representative of the target population?

- 1 Very likely
- 2 Somewhat likely
- 3 Not likely
- 4 Can't tell

(Q2) What percentage of selected individuals agreed to participate?

- 1 80 - 100% agreement
- 2 60 - 79% agreement
- 3 less than 60% agreement
- 4 Not applicable
- 5 Can't tell

RATE THIS SECTION	STRONG	MODERATE	WEAK
See dictionary	1	2	3

Knowledge Broker Mentoring Program Monthly Webinar (Apr
KB Mentoring Program
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Uploaded on May 8, 2015
Welcome to the Knowledge Broker Mentoring Program's April 2015 Webinar.

- 90-minutes; led by program mentors
- Open discussion
 - Ongoing activities, progress, concerns
- Practice critical appraisal skills



Final Rapid Review Project

- Culmination of knowledge and skills gained through curriculum
 - Develop research question
 - Search for evidence
 - Appraise evidence
 - Extract and synthesize data
 - Apply results to local context
- Topics selected with senior management team



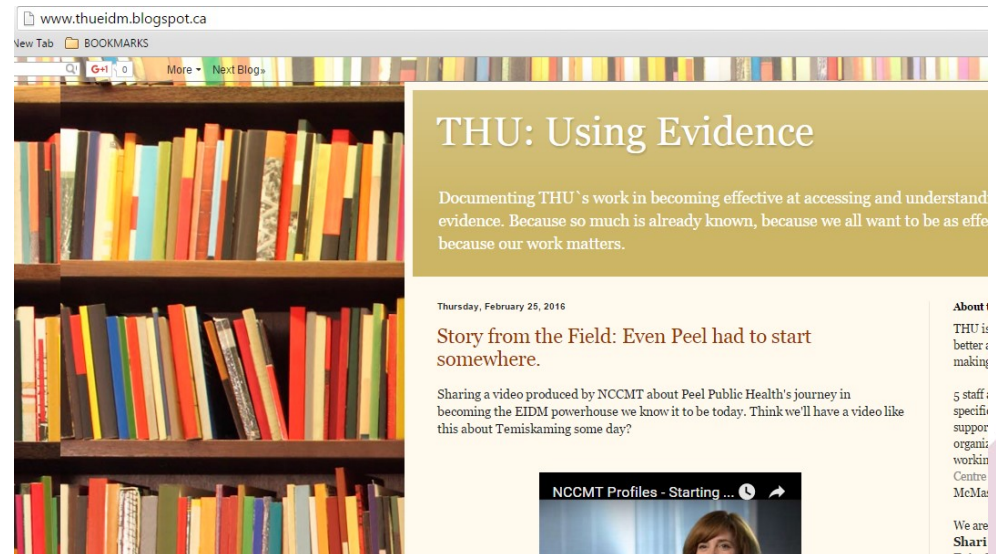
Results: Change in EIDM Knowledge and Skills

- Skills assessment administered pre- and post-program completion
- Statistically significant improvement in performance
 - Pre-test score mean \pm SD = 60.7 \pm 17.5
 - Post-test score mean \pm SD = 77.6 \pm 9.7
 - Mean difference = 16.9, $p < 0.001$
- Limitations: small sample size; ceiling effect

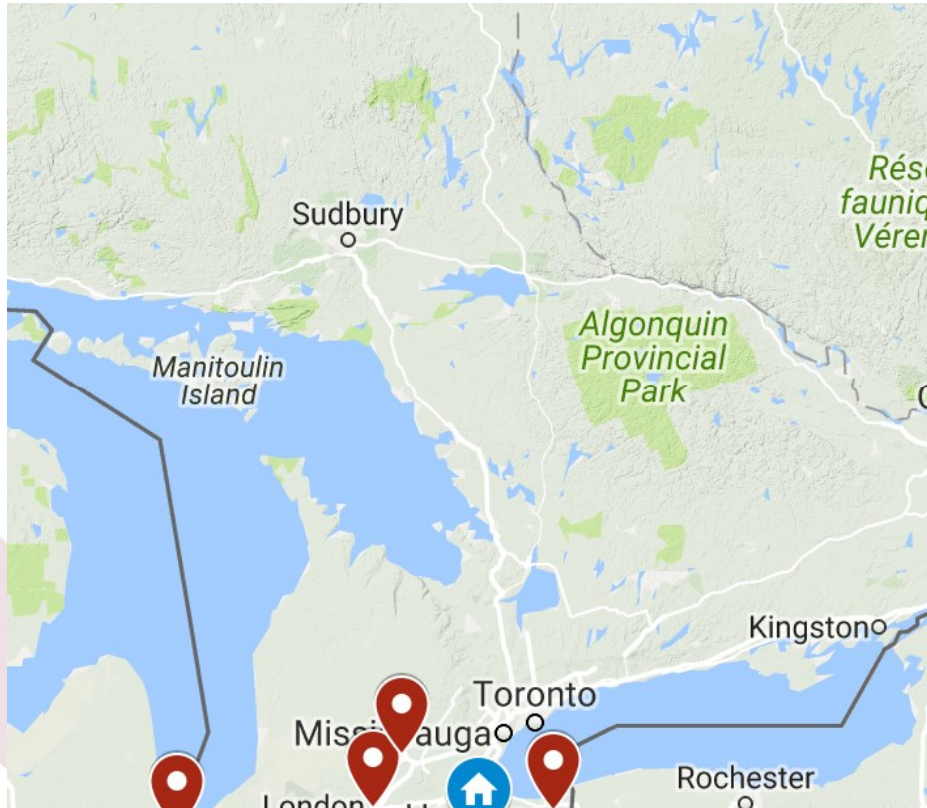


Program Impact

- Establishment or expansion of journal clubs
- Internal online forums
 - Share research findings and implementation
- Assessment of impact is ongoing



Cohort #2 is underway!



Participating health units:

- Ottawa
- Waterloo Region
- Niagara Region
- Lambton County
- Oxford County



Cohort #2 Current Activities

- Building individual capacity
- Contributing to health unit intranets
 - EIDM guide, adapted NCCMT tools, rapid reviews
- Facilitating collaborative activities
 - EIDM “miniseries” to share experiences
 - Liaising with management teams
 - Planning EIDM “launch” event



Next Steps

- Continue program for Cohort #2
 - Starting rapid review projects
- Correspond with Cohort #1 to measure impact
- Assess interest for program in other provinces/territories





For more information about the
National Collaborating Centre
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NCCMT website www.nccmt.ca

Contact: nccmt@mcmaster.ca

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