

PUN019 Implementation Science – Theory and Application in Health
[NEW UNIT]

Credit Points:	12
Prerequisite(s):	Nil
Corequisite(s):	Nil
Antirequisite(s):	Nil
Equivalent(s):	Nil
Other Requisite(s):	Nil
Assumed Knowledge:	Principles of an evidence-based approach to practice
Teaching period:	Semester 1, Semester 2
Year of offer:	2018
First year unit:	No
WIL unit:	No
Grading scale:	1-7
Field of Education:	080307 Organisation Management

Synopsis

To create innovative health services, translating evidence into practice requires an understanding of the factors that influence successful and timely implementation. In this unit, you will learn the theory of implementation science and develop knowledge and skills in implementing and embedding evidence-based practice in healthcare. The unit will be delivered using a blended-learning approach with a strong focus on practical exercises and collaboration with students, health services and decision makers. On completing the unit, you will be able to lead the design, delivery and evaluation of a health service implementation project.

Rationale

Contemporary health systems are underpinned by a philosophy of evidence-based practice to ensure that patients receive safe, effective and efficient care. Australia spends billions of dollars on medical research each year yet we know there is a significant gap to convert even a small proportion of original research findings into practices that actually benefit patients. Even if the practice has been proven to work in a research study, if not implemented properly, health practices based on these research findings will fail in the 'real world'. Implementation Science is the study of factors that influence the full and effective use of evidence and can accelerate the uptake and integration of research findings into routine practice and public health. It is not enough to know whether a health intervention is effective; it is equally important to understand why and how an intervention works and for whom and in what context. Implementation science is increasingly becoming integral to the design and reform of healthcare systems around the world.

Aim

This unit combines theory with a strong practical focus to provide you with the essential skills and knowledge needed to apply implementation science to lead the implementation of evidence-based innovations in healthcare. You will be supported to articulate clearly the issue or problem of concern; explore and evaluate a range of contextual factors that impact on implementation, design effective implementation strategies, and identify key

outcomes and measures of effectiveness. You will also be guided in developing knowledge translation plans to make your work more accessible and useful to consumers, practitioners, administrators, policy makers and other key stakeholders.

Learning Outcomes

At the completion of this unit you will be able to:

1. Apply advanced theoretical and technical knowledge and understanding of key concepts and principles related to knowledge translation, implementation science and research methodology relevant to healthcare settings.
2. Contextualise common theories, models and frameworks used in implementation research to choose and justify a suitable framework and design for implementing a new health service initiative.
3. Analyse the context of the health service where an innovation will be implemented and identify effective implementation strategies to address potential or actual barriers.
4. Articulate the purpose and value of knowledge translation and apply principles of stakeholder engagement to develop a knowledge translation plan targeting the expectations and needs of key stakeholders.

Content

Course content will cover the following topics:

- The nature, generation, and utilisation of knowledge in knowledge translation
- Theories, models and frameworks used in implementation science
- Behaviour change theories and models in practices in health
- Key leadership and facilitation roles important for successful implementation
- Strategies for identification, engagement, and communication with stakeholders
- Core elements of an implementation protocol to improve health and health services, including project design, relevant methods and their application
- Methods for structure, process and outcome evaluation of an implementation project

Approaches to teaching and learning

This unit will be available to both external and internal students. The unit will use a blend of face-to-face and online activities to develop analytical skills, self-reflection skills, and a collaborative approach to learning. Self-directed learning will be encouraged and you will be provided with a range of online materials and resources including readings, scenarios, case studies and problem based exercises. Teaching and learning strategies are student-centered, technology-enhanced, aligned in terms of the unit learning outcomes and objectives, and focus on real world learning and practice embracing the learner's developmental learning journey. The unit will include a three-day face-to-face intensive block workshop with interactive group discussions, role-play with industry mentors and practical group activities. An additional two-day workshop will be offered towards the end of semester. To maximise your learning outcomes, both external and internal students are encouraged to attend the block programs. Learning activities and in-class interactions will draw upon the diverse disciplinary cohorts enrolled in the same unit and you will be expected to actively engage with and take responsibility for self-directed learning.

Assessment

There will be three items of assessment for this unit. Criteria guides will support your achievement of the learning outcomes in the assessment items.

Feedback

Problem based exercises, online activities and workshops will provide opportunities for formative assessment. Assessment items will be spaced to provide the opportunity for feedback at each stage of your learning. You will be provided with individual feedback on each assessment item as you progress through the unit and generic feedback will be provided to all students.

Assessment Submission and Extensions [standard QUT text - do not alter]

Assessment items submitted after the due date without an approved extension will not be marked and will receive a grade of 1 or 0%. If special circumstances prevent you from meeting the assessment due date, you can [apply for an extension](#). If you don't have an approved extension you should submit the work you have done by the due date and it will be marked against the assessment criteria. QUT's assessment submission requirements reflect the expectations of professional practice where you will need to meet deadlines.

Assessment Item No. 1

Assessment type: Critique (written)

Assessment name: Critique of Implementation Theory

Description: You will critique two or more implementation theories, models or frameworks and discuss advantages and disadvantages of each for underpinning the design of an implementation plan for a new model of care or service improvement.

Relates to learning outcomes: 1, 2

Weighting: 30%

Internal or external: Both

Group or Individual: Individual

Due date: Mid semester

Assessment Item No. 2

Assessment type: Essay

Assessment name: Implementation Context Assessment

Description: You will conduct an assessment of the context where a new model of care or service improvement will be implemented and prepare an evidence-based implementation strategy targeting identified barriers and facilitators to implementation.

Relates to learning outcomes: 2, 3, & 4

Weight: 40%

Internal or external: Both

Group or Individual: Individual

Due date: End semester

Assessment Item No. 3

Assessment type: Presentation (oral, individual or group)

Assessment name: Knowledge Translation Strategy

Description: You will develop a written knowledge translation strategy targeting the expectations and needs of your key stakeholders and deliver an oral presentation to your executive board (or other key decision makers) justifying the need for the implementation project. In conjunction, students will submit a critical reflection of their presentation.

Relates to learning outcomes: 4

Weight: 30%

Internal or external: Both

Group or Individual: Individual

Due date: End semester

Academic Integrity

QUT is committed to maintaining high academic standards to protect the value of its qualifications. To assist you in assuring the [academic integrity](#) of your assessment you are encouraged to make use of the [support materials and services](#) available to help you consider and check your assessment items. Important information about the university's approach to academic integrity of assessment is on your unit Blackboard site.

A breach of academic integrity is regarded as Student Misconduct and can lead to the imposition of penalties.

Resource Materials

There is no prescribed text. You will be guided to a selection of key publications and websites and encouraged to explore the vast array of other resources available through the library databases or freely available on the internet.

Recommended textbooks include:

Brownson, R.C. Colditz, G.A., Proctor, E.K. (Eds.). 2012. *Dissemination and Implementation Research in Health: Translating Science to Practice*. Oxford, UK: Oxford University Press. (1st ed.).

Harvey, G., Kitson, A. 2015. *Implementing Evidence-Based Practice in Healthcare: A Facilitation Guide*. Oxfordshire, UK: Routledge.

Risk Assessment Statement

There are no out of the ordinary risks with this unit. , apart from those associated with this with substantial computer-based work. You should ensure that you take regular rest breaks when engaging in prolonged computer-based work