

## Unit Outline

**Unit Code:** PUZ019 **Unit Title:** Innovation, Improvement and Implementation in Health

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<b>Credit Points:</b>	12.00
<b>Prerequisites:</b>	Nil
<b>Corequisites:</b>	Nil
<b>Antirequisites:</b>	Nil
<b>Equivalents:</b>	PUN019
<b>Other Requisites:</b>	Nil
<b>Assumed Knowledge:</b>	Principles of an evidence-based approach to practice is assumed knowledge
<b>Teaching Period(s):</b>	Semester 1 Teaching Period
<b>Year of Offer:</b>	2019
<b>First Year Unit (Yes/No)</b> (does not display on QUT Virtual)	No
<b>WIL Unit (Yes/No)</b> (does not display on QUT Virtual)	No
<b>Coordinator:</b>	Name: Bridget Abell Phone: Email:
<b>Field of Education:</b>	080307 - Organisation Management

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## Synopsis

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 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 five days of face-to-face intensive teaching blocks with interactive group discussions, role-play with industry mentors and practical group activities. 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

### General Assessment Information

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 to students**

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 details**

Assessment Name: Critique

Description: Critique of Implementation Theory

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.

Weighting: 30%

Relates to learning outcomes: 1 and 2

Internal or External: Internal

Group or Individual: Individual

Due Date: Mid Semester

Assessment Name: Essay

Description: Implementation Context Assessment

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.

Weighting:40%

Relates to learning outcomes:2, 3 and 4.

Internal or External:Internal

Group or Individual:Individual

Due Date:End Semester

Assessment Name:Presentation (Oral)

Description:Presentation of implementation plan to key stakeholders

You will deliver an oral presentation to key decision makers justifying the need for the implementation project or the need for support. The presentation will summarise your implementation plan, including the justification for the project, context assessment, your strategies to facilitate implementation, and your approach to monitoring and evaluation, and knowledge translation strategy for communicating outcomes.

Weighting:30%

Relates to learning outcomes:1,2,3 and 4.

Internal or External:Internal

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

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

Harvey, G., Kitson, A. *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.