A Researcher Guide to Knowledge Translation

Our Multi-Step Process for Adapting the Blueprint for Building Quality Participation

cdpp

Canadian Disability Participation Project

Le projet canadien sur la participation sociale
des personnes en situation de handicap

PREFACE

OVERVIEW

The purpose of this resource is to guide researchers through a rigorous, step-by-step process wherein community stakeholders work together to tailor the Blueprint for Building Quality Participation to local contexts. Our approach is informed by our partnership with Special Olympics Canada's Active Start and FUNdamentals recreational sport programs for children and youth with intellectual disabilities. The research evidence supporting this knowledge translation will be presented in an upcoming scientific paper.

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STEP ONE:

IDENTIFY THE PROBLEM AND KNOWLEDGE-TO-PRACTICE GAP

The first knowledge translation step involves identifying a problem and determining whether there is a knowledge-to-practice gap that could be addressed to improve the quality of participation among persons with disabilities.

Develop a Partnership Among Stakeholders

Researchers should develop partnerships with relevant stakeholders (e.g., organizational leaders, program providers, persons with disabilities) to clarify the knowledge-to-practice gap and whether adapting the Blueprint can address this gap.

Evaluate Priorities Across Stakeholders

Equally important is determining whether priorities align across stakeholders (e.g. program providers, program users). Administer the Measure of Experiential Aspects of Participation (MeEAP; Caron et al., 2018) and compare experiential element scores between groups. Determine whether quality participation values are consistent or not. Disseminate results to stakeholders to encourage mutual understanding and priority consensus.

Establishing Expectations for Collaboration

Decision-making processes should involve dialogue between the researchers and relevant stakeholders to promote effective and ongoing communication (select project leaders from both groups). Outlining both short- and long-term goals in monthly meetings between project leaders is necessary to facilitate progress towards subsequent phases.

LESSONS LEARNED:

- **Avoid "researcher-push" tendencies – use a "user-pull" approach wherein relevant stakeholders determine their practical needs.**

- **First, pilot test the MeEAP in the local context to ensure it is a valid and reliable measure for assessing quality experiences.**

STEP TWO:
REVIEW AND SELECT RELEVANT KNOWLEDGE

The second knowledge translation step involves conducting a comprehensive literature search and critically appraising knowledge to determine its utility with regards to the identified problem.
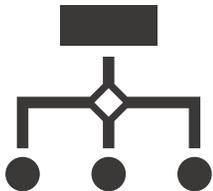
Outline Research Objectives

As a team, develop a thorough knowledge search plan including clear research questions to guide data extraction (i.e. what strategies can be used to foster quality participation in this context), key search words (i.e. related to the population of interest and context), relevant search tools (e.g. peer-reviewed/grey literature databases, Google), and eligible data (e.g. self-/proxy- reports related to quality experiences).
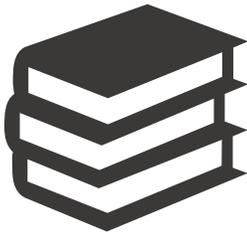
Search the Literature

After determining what constitutes relevant knowledge and where to find it, initiate a preliminary investigation to determine whether researchers have previously conducted reviews of literature related to your research questions. If necessary, conduct a systemic scoping review to gather knowledge.
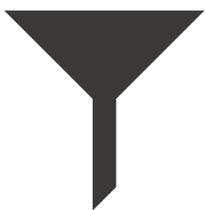
Formulate Evidence-Based Recommendations

Based on the evidence presented in the literature, consolidate relevant strategies that can be employed in practice to improve the quality of participation experiences for persons with disabilities in the identified context of interest.

LESSONS LEARNED:

- **Given the time-consuming nature of this phase, create a timeline and assign tasks with set deadlines to support progress.**

- **Although systematic scoping reviews are often led by researchers, include stakeholder insight in the search plan and execution.**

STEP THREE:
ADAPT KNOWLEDGE TO LOCAL CONTEXT

The third knowledge translation step involves collaborative decision-making to prioritize knowledge that is useful and applicable to the intended context and setting.

Gather Knowledge from Stakeholders

In order to adapt knowledge to the context of interest, project leaders should engage with key stakeholders. Organize a meeting with quality participation experts, intended Blueprint users, leaders in the organization, and persons with disabilities. Facilitate discussion surrounding strategies that can be used in practice to enhance participation experiences – record all notes.

Analyze Resources from the Organization

Valuable information within the organization's educational and training materials should be examined for quality participation strategies. Have multiple members of the knowledge translation team analyze the data, extract relevant knowledge, and compare notes to promote rigour.
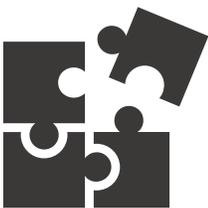
Integrate Evidence Across Knowledge Sources

Combine evidence across all sources of knowledge (i.e. literature review, stakeholders, resources). Using thematic analysis, merge duplicate quality participation strategies and finalize evidence-based practical recommendations.

LESSONS LEARNED:

- **Create a codebook for data extraction to ensure accurate and consistent identification of quality participation knowledge.**

- **Make note of strategies unique to this population and context (i.e., strategies that differ from the original Blueprint).**

STEP FOUR:

ASSESS BARRIERS & FACILITATORS TO KNOWLEDGE UPTAKE

The fourth knowledge translation step involves consulting with intended knowledge users to consider obstacles and facilitators to the Blueprint's use and implementation in practice.
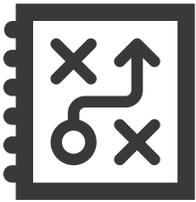
Seek Feedback from Stakeholders

Following the synthesis of quality participation strategies, it is important to gather feedback. Organize a meeting with organizational leaders and intended Blueprint users to discuss whether the identified knowledge is applicable and practical.

Brainstorm Approaches to Mitigate Barriers

Consider how this resource will be used in practice (e.g., for education, as a self-reflection tool, for program evaluation, etc.). Within this discussion, determine barriers to organization wide uptake and implementation of the adapted Blueprint resource.

Target Facilitators to Knowledge Uptake

While brainstorming approaches to mitigate barriers, encourage stakeholders to reflect on previous knowledge dissemination and implementation efforts. Organization leaders and intended Blueprint users will likely have useful tips to support uptake.

LESSONS LEARNED:

- **Revisit partnerships goals throughout the Blueprint adaptation process – clear objectives are necessary to drive progress.**

- **To track project changes, always record and document meetings, key dates and associated tasks, goals, objectives, etc.**

STEP FIVE:
TAILOR AND IMPLEMENT KNOWLEDGE TOOLS

The fifth knowledge translation step involves planning and executing the implementation of the adapted Blueprint across the organization.

Refine Knowledge Tools

Based on the feedback from stakeholders, modify both the Blueprint (i.e. format, content, delivery) and the dissemination/implementation plan to avoid the identified obstacles. The finalized resource should be reviewed by project leaders to resolve any outstanding barriers that need to be addressed.

Educate Intended Users

Organize methods to educate intended knowledge users about the adapted Blueprint – whether it be through email, videos, workshops, etc. Incentives can be used to drive organization wide changes in practice.
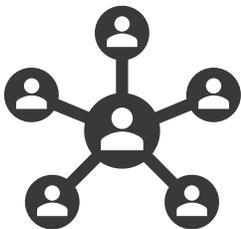
Employ Organization-Wide Initiative

Launch the adapted Blueprint to intended users across the organization. Develop approaches to gather preliminary feedback – e.g. survey, interviews, local meetings.

LESSONS LEARNED:

- While it is important to seek ongoing stakeholder feedback, be sure to adhere to the implementation schedule. Remember, real-world application is necessary to adequately tailor the Blueprint.

- The Blueprint is a comprehensive document with both an introduction to key quality participation concepts as well as a program audit tool – separate these resources if appropriate.

STEP SIX:
MONITOR USE OF KNOWLEDGE TOOLS

The sixth knowledge translation step involves measuring knowledge use (e.g. assessing changes in understanding, behaviour, practice, etc.).

Observe Knowledge Uptake & Implementation
Selected members of the knowledge translation team should visit programs to observe how the adapted Blueprint is (or is not) being used in practice. Document what quality participation strategies were employed in the sessions using the Blueprint. Revisit the same sessions in subsequent weeks and repeat this along with the subsequent steps.

Explore Program Provider & User Perspectives
During program observations, have program provider's complete the Blueprint checklist. To gather feedback on whether the Blueprint strategies correlate to quality experiences, administer the MeEAP to program users (or proxies). To gather feedback regarding program provider perceptions, have them also complete the MeEAP as well as a demographic survey to collect valuable information related to provider experience.

Record Program Sessions
To ensure rigour, video record the observed program sessions to revisit this data for the evaluation phase. Be sure that program providers and users provide consent prior to data collection.

LESSONS LEARNED:

- Seek ethic's board approval well in advance of the evaluation phase – by doing so, the knowledge translation team can adhere to the timeline as well as organize key observation details in advance.

- For consistency, assign 1-2 program observers to collect data. Be sure to calculate the sample size needed for statistical testing.

STEP SEVEN:
EVALUATE OUTCOMES OF KNOWLEDGE TOOL USE

The seventh knowledge translation step involves analyzing whether the adapted Blueprint is valid and reliable as well as determining if this knowledge application effort resulted in desired outcomes.

Analyze the Data Collected

Calculate intra-rater reliability using Blueprint scores for the same rater at two different times (e.g., on-site vs. video recording). Calculate inter-rater reliability using Blueprint scores across different raters for the same observed session. Calculate test re-test reliability using Blueprint scores from the same program at two different times (week 1 vs 4). Calculate predictive validity by comparing Blueprint and MeEAP scores between new and experienced program providers. Calculate concurrent validity by determining whether Blueprint scores correlate with program user MeEAP scores.

Determine Impact of Knowledge Uptake

Based on the data analysis, assess whether the adapted Blueprint is a valid and reliable resource.
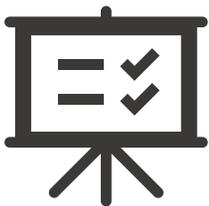
Present Evaluation Findings

Relay the results to the team, organization, and intended users. Facilitate discussion surrounding whether the adapted Blueprint addressed the identified knowledge-to-practice gap.

LESSONS LEARNED:

- **Hold data analysis meetings to ensure that all members understand the statistical testing procedure and how to interpret findings.**

- **While presenting findings from the adapted Blueprint's implementation, include both statistical data as well as program provider and user perceptions to supplement findings.**

STEP EIGHT:
SUSTAIN USE OF KNOWLEDGE

The eighth knowledge translation step involves managing barriers to ongoing use as well as continuation of the cyclic process through preceding action phases.
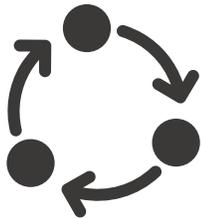
Address Obstacles to Ongoing Use

In conjunction with data collected related to reliability and validity, the knowledge translation team should also consult with adapted Blueprint users to determine whether there are barriers to ongoing use.
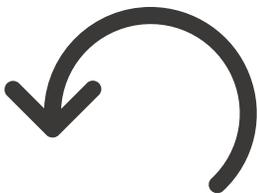
Repeat the Cyclic Action Process

Assess barriers to knowledge sustainability, tailor interventions to these barriers, monitor ongoing knowledge use, and evaluate the impact of initial use and sustained use of the knowledge.

Continue Efforts to Improve Participation

Upon completion, brainstorm future initiatives geared towards knowledge translation and enhanced participation for persons with disabilities within the organization.

LESSONS LEARNED:

- **In order to bridge the gap between research and practice, partnerships between academics and community stakeholders require respect, consistent communication, and long-term commitment to translate evidence into real-world changes.**

- **Consider policy changes within the organization to promote the sustainability of knowledge translation tools.**