Knowledge to Action Model

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Presentation Objectives:

- Discuss the purpose of the model
- Describe the model and associated concepts and steps
- Identify the model’s use in practice
Authors of the Model

Dr. Ian Graham and colleagues from the University of Ottawa

• Designed for use by wide range of knowledge...not just clinicians

• Canadian Institutes of Health Research (CIHR)

(White, 2012)
Purpose of the KTA model

• To provide a framework to help elucidate the key actions in the Knowledge to Action (KTA) process

• Conceptual map to help knowledge producers and users navigate through the complex iterative and organic process of knowledge translation

Graham et al., 2006
So Many Terms!!!

Knowledge

Knowledge Transfer

Research Utilization

Implementation Research

Diffusion and Dissemination
Knowledge Exchange

- Preferred term of the Canadian Health Services Research Foundation
- Key assumption:
  - Researchers and decision makers separate groups with distinct cultures and perspectives of research and knowledge
- Hope is to bring researchers and decision makers together to collaborate through the KTA process

Graham et al., 2006
Steps of KTA: Two Concepts

Knowledge Creation

• Knowledge “funnel”
• Major types of knowledge or research
• Becomes more distilled and refined as it moves through funnel—more usable to stakeholders

Graham et al., 2006
Steps of KTA: Two Concepts

**Action**

- Cycle leading to application of the knowledge—knowledge implementation
- Dynamic phases—influence each other and can be influenced by knowledge creation phases
- Derived from planned action theories
- **Cycle starts here**

Graham et al., 2006
Uses in Practice

- Alzheimer’s Research & Therapy: physicians (Cook and Rockwood, 2013)

- Dementia KT Learning Center (dementiakt.ca/dkt)

- Canadian Hypertension Education: public health-general public, professionals and policy makers (Hua et al., 2012)

- Community Education re: delirium: families of older adults (Keyser, 2010)
Uses in Practice

• Rehabilitation setting: children with CP—evidence based pediatric measurement tool: physiotherapists (Russell et al., 2010)

• Nursing Education: Integrating patient decision support within the undergraduate nursing curriculum: Academic stakeholders (Stacey et al., 2009)

• Clinical/Academic Mentor scheme for clinician scientist: Mentor stakeholders (Straus et al., 2008)
Uses in Practice

- **Osteoarthritis**: Healthcare consumers including patients and clinicians *(Tugwell et al., 2007)*

- **Stroke care**:
  - Evidence based treatment of dysphagia post stroke: speech and language pathologists *(Molfenter et al., 2009)*
  - Unilateral spatial neglect: Occupational therapists *(Petzold et al., 2010)*

- **Fall Prevention Research**: CIHR *(Tetroe, Graham, & Scott, 2011)*
Uses in Practice

• Pharmaceuticals: EpiQ Quality and Values through outcomes (www.epi-q.com)

• Collaborations for leadership in applied health research and care (CLAHRC): stakeholders in academics and health services (Rycroft-Malone, et al., 2011)
Questions...

- How could this model be used to with your EBP project?
- What part of this model resonates with your beliefs or experiences with translating evidence into practice?
- What commonalities do you see this model has with other models?
References


References


