

SPPH 581N: From Knowledge to Action in Population Health

Winter 2015, January 5 to April 10: Mondays, 1:00 pm to 4:00 pm.

Room B138 in the School of Population and Public Health, 2206 East Mall, Vancouver, BC V6T 1Z3

Instructor: Dr. Paul Kershaw. paul.kershaw@ubc.ca; 604-827-5393.

Office: See reception at Room 440 – 2206 East Mall.

Office hour: By appointment, in person or by Skype as necessary depending on Dr. Kershaw's travel schedule.

Core Readings

Ganz, Marshall, et al. "People Organizing: Power & Change. Participant Guide." Dogwood Initiative, Stonehouse Institute, Desmog Canada, Leading Change Network. Available at: http://gensqueeze.ca/wp-content/uploads/2014/12/Ganz-et-al-People-Power-Change_Organizing-Participant-Guide_clean-copy.pdf

Haidt, Jonathan. 2012. *The Righteous Mind: Why Good People Are Divided by Politics and Religion*. New York: Pantheon Books. Available at UBC Bookstore, or Kindle edition available for \$14 from Amazon.ca.

Sachs, Jonah. 2012. *Winning the Story Wars: Why Those Who Tell - and Live - the Best Stories Will Rule the Future*. Boston, MA: Harvard Business Review Press. Kindle edition available for \$14 from Amazon.ca.

All other articles or book chapters listed in the syllabus can be accessed either through ejournals available from the UBC library, or via direct urls that are provided below.

Course Summary

Knowledge Translation (KT) has received increased attention in the population health literature over the last 15 years, particularly in Canada, in part because granting agencies increasingly ask academics to build KT plans into their research projects. However, the aspiration that knowledge inform action and policy has been a preoccupation for far longer, as have been academic efforts to understand the relation between knowledge and action. Given this longer history, the contemporary population health literature will be critically reviewed in the light of an interdisciplinary tradition that examines how actors, organizations, companies and/or movements mobilize ideas to influence consumers, populations, institutions and policy. Students will be invited to examine critically what we can learn about KT by "thinking about power," "thinking like a movement" and "thinking like a marketer." The course will be of particular interest to students in various disciplines who are keen to examine how the findings they and others generate in research settings may contribute to fostering public understanding and in stimulating action for positive change. While the course will focus on systems-level change, the intention is to explore key KT concepts and planning strategies that can be applied to influence action in a range of settings.

The design of this curriculum was supported by the UBC Centre for Community Engaged Learning (<http://students.ubc.ca/about/centre-community-engaged-learning>). The pedagogy is organized so that students learn about the subject in part by participating in a pan-Canadian population health KT and community engagement campaign called Generation Squeeze (<http://gensqueeze.ca>), which the instructor founded from the University of BC. Generation Squeeze is a product of the 14 year long, ongoing KT activity organized by the Human Early Learning Partnership (<http://earlylearning.ubc.ca>) to influence the

social determinants of health. This case study will be featured throughout the semester to allow students to apply a critical review of the course readings to the evolution of an actual KT initiative in order to bring the literature to life in a real setting. With support from the instructor, students will design a KT activity that they implement during the middle of the semester to contribute to the Generation Squeeze campaign in order to gain practical experience. Students will then critically evaluate the design and implementation of their KT activity in order to apply this learning to develop a KT plan for an issue/case that is of particular interest to their own research. In this way, the course is organized to contribute concretely to students' major projects, theses, etc.

Given the pedagogical emphasis on learning by doing, the instructor has organized the syllabus to balance book learning with practice. The reading load averages less than one hundred pages per week, with a heavier emphasis on readings in the first two-thirds of the semester. The final four weeks introduce very little new reading other than what has already been assigned earlier in the semester in accommodation of the focus on learning by doing. Students will be supported with their assignments throughout the semester by class-time that will be devoted to planning for the first three written assignments due February 9, March 9 and March 23. The research required of the final paper will be performed primarily while planning, implementing and critically reviewing the KT activities supported during the first three assignments.

Approach to Evaluation

1. The design of a "knowledge to action" activity to contribute to the Gen Squeeze KT case study featured in the class. This will include the design of a theory of change, tactics and plan to implement kick-off activity. Due by February 9. 15% of grade.
2. Story of Self and Story of Us. Due March 9. 15% of grade.
3. Basic Training: Designing your story's core elements. Due March 23. 15% of grade.
4. A maximum 25 page paper critically reviewing Assignments #1, #2 and #3, including the implementation of #1, to reveal insights for the design of a KT plan regarding an issue of particular interest to your own research: 35% of grade. Due April 13.
5. Class participation: 20% of grade.

Class Participation

The expectation is that students will come to lectures having read and thought about the material (with exceptions for January 5th, because it is the first day of the semester). The schedule below shows that students will routinely be expected to deliver short presentations about assigned readings, and responsibility for these presentations will be established at the end of the seminar in the week before the presentations will be given. This approach will support students who have participation styles that thrive on prior preparation. The syllabus also shows that there will regularly be in-class activities that require active participation in the moment. The quality of student presentations, comments and questions will contribute to individuals' 20% class participation marks.

Attendance

Formal class attendance records will not be kept, although class participation grades will suffer if attendance is consistently erratic. If you arrive late to a class, please quietly take a seat somewhere that will not disturb fellow class members.

Powerpoint Notes

I use powerpoint notes to facilitate my lectures. They amount to the 'pen on paper' notes that many professors traditionally relied upon when instructing classes. Because this semester marks the first time that this course content will be delivered, I will be designing my powerpoint decks up until the last minutes before the seminar begins. As a result, powerpoint slides will NOT be made available in advance of class. I may elect to post some decks following the seminars. However, students should not plan on this. Developing and refining strong note taking skills is a key expertise to be refined at graduate school.

UBC Connect <http://elearning.ubc.ca/connect/>

This semester is the first time I will be using the UBC connect online learning support tools. Since I am a novice, I have designed this syllabus to include information that students will require week by week in order to be organized for class. That said, I welcome student suggestions throughout the semester about how to integrate Connect tools into and between class time in order to enhance our collective learning experience. I may ask for support from students in implementing these tools.

Plagiarism

Plagiarism will not be tolerated under any circumstances. Penalties can range from a zero on the assignment, to a zero for the course, to expulsion from the university. Please familiarize yourself with University policy regarding plagiarism at <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,111,959>.

Reading Schedule and Thematic Focus, by Seminar (subject to adaptation in response to class needs).

January 5: Who is your constituency? According to the evidence, what problem do they need to solve? What will change if they solve it?

Readings

Graham, Ian D, et al. 2006. "Lost in Knowledge Translation: Time for a Map?" *The Journal of Continuing Education in the Health Professions* 26 (1):13-24.

Commission on the Social Determinants of Health. 2008. Closing the gap in a generation: health equity through action on the social determinants of health. Final Report of the Commission on Social Determinants of Health, chapter 14, "Political Empowerment – Inclusion and Voice".

http://www.who.int/social_determinants/thecommission/finalreport/en/index.html. Accessed December 24, 2014.

Brown, Theodore M, and Elizabeth Fee. 2014. "Social Movements in Health." *Annual Review of Public Health* 35:385–398.

In class activity: Introductions. What attracts you to a course on KT? To what issue(s) do you intend to apply ideas and skills gained from the course? Who are the stakeholders/constituents/people for that issue? What problem do they need to solve? What will change if they solve it?

Case study: Generation Squeeze. Speaking up for Younger Canada

January 12: The contemporary KT literature in Population Health. A review of strengths and weaknesses.

Readings

- Sudsawad, Pimjai. 2007. Knowledge Translation: Introduction to Models, Strategies, and Measures. http://www.ktdrr.org/ktlibrary/articles_pubs/ktmodels/ktintro.pdf. Accessed December 29, 2014.
- Rycroft-Malone, Jo. 2004. "The PARIHS Framework—A Framework for Guiding the Implementation of Evidence-based Practice." *Journal of Nursing Care Quality* 19 (4):297-304.
- Green, Lawrence W, et al. 2009. "Diffusion Theory and Knowledge Dissemination Utilization, and Integration in Public Health." *Annual Review of Public Health* 30:151–74.
- Lavis, John N. 2006. "Research, Public Policymaking, and Knowledge-Translation Processes: Canadian Efforts to Build Bridges." *The Journal of Continuing Education in the Health Professions* 26 (1):37-45.

In class activity: Guest lecture from Graham Shaw, and student led discussion. Please come prepared with a question about each article assigned for this week, along with the Graham et al article assigned in week 1.

Case study: The origins of Generation Squeeze. Measuring and monitoring early child development by the Human Early Learning Partnership (HELP). No data, no problem, no action.

January 19: The contemporary KT literature in Population Health. A review of strengths and weaknesses.

Readings

- Mitton, Craig, et al. 2007. "Knowledge Transfer and Exchange: Review and Synthesis of the Literature." *The Milbank Quarterly* 85 (4):729-768.
- Contandriopoulos, Damien, et al. 2010. "Knowledge Exchange Processes in Organizations and Policy Arenas: A Narrative Systematic Review of the Literature." *The Milbank Quarterly* 88 (4):444-483.
- Greenhalgh, Trisha, and Sietse Wieringa. 2011. "Is it time to drop the 'knowledge translation' metaphor? A critical literature review." *Journal of the Royal Society of Medicine* 104:501–509.

In class activity: Teams of students lead 30 minute discussions of each article.

Case study: EDI led to hundreds of KT success stories, especially at the community level. But early vulnerability increased. Can communities succeed when states fail them?

January 26: Generating a Theory of Change. Who has the power to make the change prescribed by the evidence? Opportunities? Barriers?

**Students will begin to design a KT activity to contribute to the class case study.*

Readings

Ganz, Marshall, et al. "People Organizing: Power & Change. Participant Guide." Dogwood Initiative, Stonehouse Institute, Desmog Canada, Leading Change Network. Pages 1-50, with a particular focus on 36-50.

Case study: The audiences for HELP KT: A historical review. Which audiences have the power?

In class activity: Ganz et al, pp 46-50. Developing a theory of change to contribute to Gen Squeeze population health intervention and knowledge mobilization campaign. The work in class will contribute directly to Assignment #1 due February 9.

February 2: From Theory of Change to Strategy and Tactics. We are organizing Who to What Outcome through How by When?

Readings

Ganz, Marshall. 2005. "Why David Sometimes Wins: Strategic Capacity in Social Movements." In *The Psychology of Leadership: New Perspectives and Research*, edited by David M Messick and Roderick M Kramer, Mahwah, New Jersey: Lawrence Erlbaum Associates Inc, pp. 209-238.

Available at: <http://marshallganz.usmblogs.com/files/2012/08/Why-David-Sometimes-Wins-Strategic-Capacity-in-Social-Movements.pdf>

Ganz, Marshall, et al. "People Organizing: Power & Change. Participant Guide." Dogwood Initiative, Stonehouse Institute, Desmog Canada, Leading Change Network. Pages 51-60.

Price, Matt, and Jon Stahl. 2012. *Engagement Organizing: The Culture and Technology of Building Power*. Available at: <http://engagement-organizing.org/>.

Chambers, David A, et al. 2013. "The dynamic sustainability framework: addressing the paradox of sustainment amid ongoing change." *Implementation Science* 8:117.

In class activity: Short student summaries of Ganz 2005, Price and Stahl 2012 and Chambers et al. 2013.

Case study: Dissemination tactics in HELP KT: A historical review.

In class activity: Ganz et al, pp 56-58. Designing Tactics and Timeline for KT organizing to contribute to Gen Squeeze population health intervention and knowledge mobilization campaign. This will include repeating activities from pages 46-50 specifically in preparation for the proposed organizing. The work in class will contribute directly to Assignment #1 due February 9.

February 9: The role of intuition and reason in judgments. Implications for KT

Readings

Haidt, Jonathan. 2012. *The Righteous Mind: Why Good People Are Divided by Politics and Religion*. New York: Pantheon Books, "Part 1: Intuitions Come First, Strategic Reasoning Second," pp. 1-92 (chapters 1-4).

In class activity: 20 minute presentations by students on each chapter.

Case study: Smart Family Policy focus groups. Framing evidence so that it is interpreted accurately.

February 16: Reading Week: No Seminar

**Students will begin implementing their KT by no later than this week.*

February 23: The role of moral taste buds and cultural values in judgments. Implications for KT

Readings

Haidt, Jonathan. 2012. *The Righteous Mind: Why Good People Are Divided by Politics and Religion*. New York: Pantheon Books, "Part 2: There's More to Morality than Harm and Fairness," pp. 93-186 (chapters 5-8).

Esping-Andersen, Gøsta. 1990. *The Three Worlds of Welfare Capitalism*. Cambridge, UK: Polity Press, pp. 1-33. Available at:

<http://isites.harvard.edu/fs/docs/icb.topic1134169.files/Readings%20on%20Social%20Democracy/Esping%20Anderson%20-%20The%20Three%20Worlds%20of%20Welfare%20Capitalism.pdf>

In class activity: 20 minute presentations by students on each assigned chapter in the book by Haidt.

Case study: Gen Squeeze stimulating moral taste buds.

March 2: The role of narrative in disseminating evidence. The role of evidence in selecting narratives.

Readings

Greenhalgh, Trisha, and Jill Russell. 2006. "Reframing Evidence Synthesis As Rhetorical Action in the Policy Making Drama." *Healthcare Policy* 1 (2):34-42.

Ganz, Marshall. 2011. "Public Narrative, Collective Action and Power." In *Accountability through Public Opinion: From Inertia to Public Action*, edited by Sina Odugbemi and Takeu Lee, Washington, D.C.: The World Bank, pp. 273-290. Available at:

<https://openknowledge.worldbank.org/bitstream/handle/10986/2296/616390PUB0Acco1351B0Extop0ID0185050.pdf?sequence=1>

Ganz, Marshall, et al. "People Organizing: Power & Change. Participant Guide." Dogwood Initiative, Stonehouse Institute, Desmog Canada, Leading Change Network. Pages 60-92.

Sachs, Jonah. 2012. *Winning the Story Wars: Why Those Who Tell - and Live - the Best Stories Will Rule the Future*. Boston, MA: Harvard Business Review Press, chapters 1-4. (Please skim these chapters).

In class activity: Short student summaries of Greenhalgh and Russel 2006 and Ganz 2011.

In class activity: Developing your Story of Self and Story of Us. Applying this training to the Generation Squeeze case study. This class activity will feed into assignment #2 due March 9.

March 9: Narrative, marketing and journalism: What are their roles in KT?

Readings

Sachs, Jonah. 2012. *Winning the Story Wars: Why Those Who Tell - and Live - the Best Stories Will Rule the Future*. Boston, MA: Harvard Business Review Press, chapters 5-7.

In class activity: Sachs' (chapter 6) Basic Training: Designing your core story elements. Applying this training to the Generation Squeeze case study. This class activity will feed into assignment #3 due March 23.

March 16: Winning the Story Wars?

Readings

Sachs, Jonah. 2012. *Winning the Story Wars: Why Those Who Tell - and Live - the Best Stories Will Rule the Future*. Boston, MA: Harvard Business Review Press, chapters 6-8.

Ganz, Marshall. 2011. "Public Narrative, Collective Action and Power." In *Accountability through Public Opinion: From Inertia to Public Action*, edited by Sina Odugbemi and Takeu Lee, Washington, D.C.: The World Bank, pp. 273-290. Available at: <https://openknowledge.worldbank.org/bitstream/handle/10986/2296/616390PUB0Acco1351B0Extop0ID0185050.pdf?sequence=1>

Haidt, Jonathan. 2012. *The Righteous Mind: Why Good People Are Divided by Politics and Religion*. New York: Pantheon Books, "Part 2: There's More to Morality than Harm and Fairness," chapters 5-8.

In class activity: Sachs' (chapter 7) Basic Training: Generating your stories. Applying this training to the Generation Squeeze case study.

March 23: Narrative, marketing and journalism: What are their roles in KT?

Readings

Kreuter, Matthew W, and Jay M Bernhardt. 2009. "Reframing the Dissemination Challenge: A Marketing and Distribution Perspective." *American Journal of Public Health* 99 (12):2123-2127.

Iyengar, Shanto. 2005. "Speaking of Values: The Framing of American Politics." *The Forum* 3 (3):1-8.

Kershaw, Paul. Think like a Beaver series in the Vancouver Sun. Read articles from September 2011 to June 2012 in the archive at: <http://gensqueeze.tumblr.com/archive>

Case study: Gen Squeeze: learning from its media campaign.

In class activity: 10-15 minute presentations by Students on their assessment of the role of narrative and marketing in KT.

March 30: **Revisiting the contemporary Population Health KT literature. Filling in the Gaps**
*Students will finish implementing their KT activity by no later than the end of this week.

Readings

- Graham, Ian D, et al. 2006. "Lost in Knowledge Translation: Time for a Map?" *The Journal of Continuing Education in the Health Professions* 26 (1):13-24.
- Sudsawad, Pimjai. 2007. Knowledge Translation: Introduction to Models, Strategies, and Measures. http://www.ktdrr.org/ktlibrary/articles_pubs/ktmodels/ktintro.pdf. Accessed December 29, 2014.
- Rycroft-Malone, Jo. 2004. "The PARIHS Framework—A Framework for Guiding the Implementation of Evidence-based Practice." *Journal of Nursing Care Quality* 19 (4):297-304.
- Green, Lawrence W, et al. 2009. "Diffusion Theory and Knowledge Dissemination Utilization, and Integration in Public Health." *Annual Review of Public Health* 30:151–74.
- Lavis, John N. 2006. "Research, Public Policymaking, and Knowledge-Translation Processes: Canadian Efforts to Build Bridges." *The Journal of Continuing Education in the Health Professions* 26 (1):37-45.
- Mitton, Craig, et al. 2007. "Knowledge Transfer and Exchange: Review and Synthesis of the Literature." *The Milbank Quarterly* 85 (4):729-768.
- Contandriopoulos, Damien, et al. 2010. "Knowledge Exchange Processes in Organizations and Policy Arenas: A Narrative Systematic Review of the Literature." *The Milbank Quarterly* 88 (4):444-483.
- Greenhalgh, Trisha, and Jill Russell. 2006. "Reframing Evidence Synthesis As Rhetorical Action in the Policy Making Drama." *Healthcare Policy* 1 (2):34-42.
- Greenhalgh, Trisha, and Sietse Wieringa. 2011. "Is it time to drop the 'knowledge translation' metaphor? A critical literature review." *Journal of the Royal Society of Medicine* 104:501–509.
- Kreuter, Matthew W, and Jay M Bernhardt. 2009. "Reframing the Dissemination Challenge: A Marketing and Distribution Perspective." *American Journal of Public Health* 99 (12):2123-2127.
- Chambers, David A, et al. 2013. "The dynamic sustainability framework: addressing the paradox of sustainment amid ongoing change." *Implementation Science* 8:117.

In class activity: Students will be assigned one of the above papers that we have already read during the course of the semester. Students present 10 minutes assessing the strengths and weaknesses of the article. At the conclusion of the student presentations, the class will synthesize together an overall evaluation of the Population Health KT literature.

April 6: **Easter Monday. No Seminar.**

April 13: **Assignment #4 Final Paper due on this date.**