

Research-to-Practice in Long-Term Care



Lora Bruyn Martin, Innovation Specialist
Schlegel Villages

May 23, 2019





Research to Practice – what's in a name?

Knowledge Transfer
Research Utilization **Research Use**
Knowledge Exchange Implementation Science
Knowledge Translation
Knowledge Mobilization **Knowledge Uptake**
Dissemination and Diffusion






It's not that simple



To the extent possible we want solutions based on evidence

Challenges

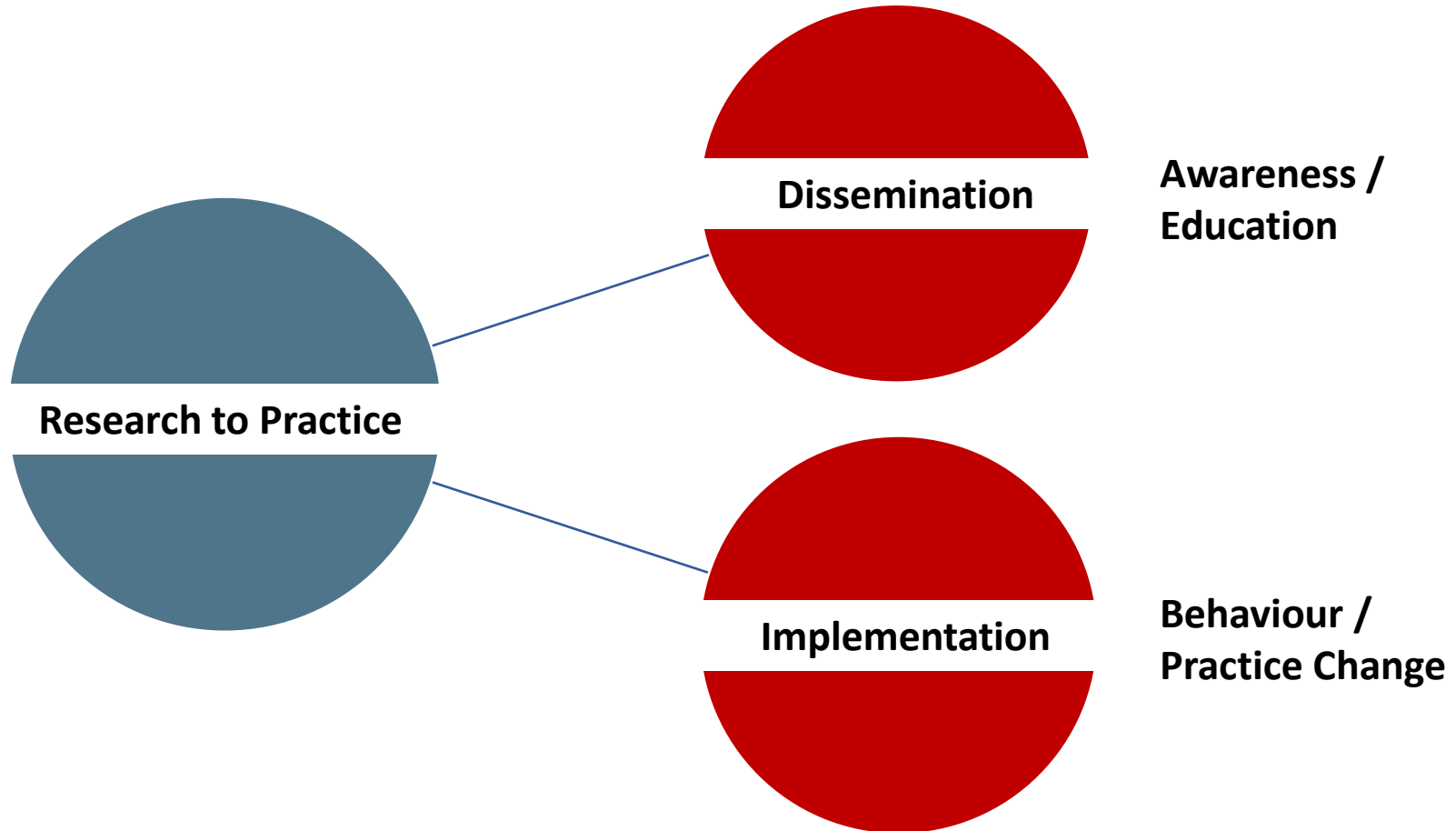
- LOTS of evidence
- Not all evidence is equal
- Accessibility
- Applicability
- Timing
- The how is more difficult than the what



Level	Example of Evidence
Level 1	Meta-analysis of Homogenous RCTs Randomized Control Trial
Level 2	Meta-analysis of Level 2 or Heterogenous Level 1 Evidence Prospective Comparative Study
Level 3	Review of Level 3 Evidence Case-control Study Retrospective Cohort Study
Level 4	Uncontrolled Cohort Studies Case Series
Level 5	Expert Opinion Case Report Personal Observation
Foundational Evidence	Animal Research <i>In Vitro</i> Research Ideas, Speculation



Research to Practice – what is your goal?



SV implementation process



Lessons learned

- Start with WHY
- PLAN
- Overcommunicate
- Simplify
- Be specific

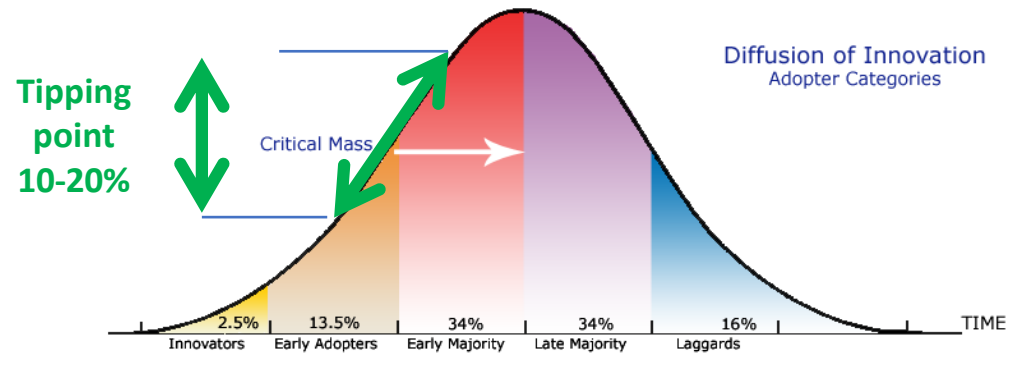


[This Photo](#) by Unknown Author is licensed under [CC BY-SA-NC](#)



Lessons learned (cont'd)

- Involve “users” every step of the way
- Be willing to be flexible
- Don't spend all your time on naysayers
- Engage several champions



Adapted from Rogers, 1962

Roles in Research to Practice

Implement evidence

- Quality Assurance measures
- Scale-up program

**Knowledge implementation
(Schlegel Villages)**

Make evidence usable, support implementation

- Help develop program (strategies)
- Evaluate program

**Knowledge translation
(Research Institute For Aging)**

Generate & synthesize evidence

- Acquire funding
- Stakeholder engagement

**Knowledge generation
(Schlegel Research Chairs)**



*Adapted from Wandersman et al. (2008)

A final note

