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This course focuses on the theory/application of knowledge translation (KT) in rehabilitation science with the goal of promoting evidence-based practice and research utilization. Various client groups and clinical settings will be examined from the perspective of how research evidence can be implemented into daily practice using effective KT interventions.

On completion of this course, the student will be able to:

1. describe and differentiate between terms commonly used in the knowledge translation (KT) literature;
2. analyze gaps between best practices as per research evidence and actual practices for a particular client group or clinical setting;
3. analyze barriers and facilitators related to the uptake of best practices for a particular client group or clinical setting based on KT theoretical models (e.g. Theoretical Domains Framework, Consolidated Framework for Implementation Research)
4. justify the need for a KT intervention that closes the knowledge gap and promotes evidence-based practice;
5. develop an evidence-based, theory-informed KT intervention that closes the knowledge gap and promotes evidence-based practice for a specific client group or clinical setting

The focus of the course will be on the theory and application of KT in rehabilitation science with the goal of promoting evidence-based practice and research utilization. Various client groups and clinical settings will be examined from the perspective of how research evidence can be implemented into daily practice through use of effective KT interventions. Content of the course will be grounded through the application of various KT/implementation theories.

The course will include synchronous (real-time) lectures delivered in-person, online readings, web-based resources as well as interactive group discussions and/or assignments during lecture time, to help students master the theoretical concepts and practical application of KT principles. Instructors will not be explicitly lecturing on the knowledge or practice gaps specific to each student's area of interest. Students are expected to find this literature in a self-directed manner to complement their understanding of these gaps. The main portion of each lecture will be

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classes on time, to be prepared and actively involved. Although attendance will not be taken, the materials covered in class will be subject to evaluation. If a synchronous lecture will be missed, the instructor must be informed as soon as possible with proper justification. Your respectful, active and attentive presence is expected during lectures and in-class group discussions.

" Every student has a right to write essays, examinations and theses in English or in French except in courses where knowledge of a language is one of the objectives of the course."

Assignments not completed on time will be penalized 5% of the total mark per day, including weekends. If an assignment cannot be submitted on its due date, students are encouraged to inform the instructor as soon as possible with proper justification. To pass the course, a grade of at least B- (65%) must be obtained as a total course mark.

The [Policy on Assessment of Student Learning](#) exists to ensure fair and equitable academic assessment for all students and to protect students from excessive workload. 0 G[e.60001 r40003>30110301001

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[conduite de l'étudiant et des procédures disciplinaires](#) et [Faculté de médecine et des sciences de la santé](#).

Instructor-generated course materials (e.g., handouts, notes, summaries, exam questions, lecture recordings etc.) are protected by law and may not be copied or distributed in any form or in any medium without explicit permission of the instructor. This means that each of you can use it for your educational (and research) purposes, but you cannot allow others to use it, by putting it up on the Internet or by giving it or selling it to others who may also copy it and make it available. Note that infringements of copyright can be subject to follow up by the University under the [Code of Student Conduct and Disciplinary Procedures](#).

Your respectful attentive presence is expected, therefore while you are permitted to use electronic devices in class, it is understood that you will not be using these devices for social purposes during class time. Your electronic devices should be on silent mode during class time and phone calls should only take place during the break or after class.

The Graduate Rehabilitation Program recognizes our responsibility to foster a learning environment where students and instructors can engage in dialogue and exchange ideas without being made to feel unwelcome or disrespected in view of their identity or beliefs. The Program intends that the instructional design of all courses minimize any barriers to participation, particularly barriers based on age, biological sex, disability, gender identity or expression, indigenous ancestry, linguistic and cultural background, race/ethnicity, religion, sexual orientation, political views, opinions, ideologies, and any other aspect integral to one's personhood. We therefore recognize our responsibility, both individual and collective, to strive to establish and maintain a respectful environment that is free from discrimination.

Student well-being is a priority for the University. The Student Wellness Hub is a resource for student physical and mental health. If you need to access services or get more information, visit the Virtual Hub at mcgill.ca/wellness-hub or connect with a Local Wellness Advisor (www.mcgill.ca/lwa)

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