THE UNIVERSITY OF BRITISH COLUMBIA

Land Acknowledgement

I respectfully acknowledge the Syilx Okanagan Nation and their peoples, in whose traditional, ancestral, unceded territory UBC Okanagan is situated.

HES_O 433 (3) Knowledge Translation in Health and Exercise Sciences

Faculty: Faculty of Health and Social Development

Department: Health and Exercise Sciences

Instructor: Dr. Heather Gainforth

Instructor(s) Email: dr.gainforth@ubc.ca (allow 2 working days for reply)

Duration: Term 2, Winter 2025

Delivery Modality: In-Person lectures and labs; asynchronous content

Course Location: Science Building, Room 247 (lecture) and labs (SCI 247 & 236)

Course Days: Monday & Wednesday

Class Hours: 9:30 am – 11:00 am

Office hours: Available by request

Teaching Assistants: Parres Holliday (parres.holiday@ubc.ca) and Sarah Percival (slp89@mail.ubc.ca) (allow 2 working days for reply)

Course Description

Methods for knowledge mobilization, implementation, theory and practice in knowledge translation for healthcare professionals. Formerly offered as HMKN 408. Credit will be granted for only one of HES 433 or HMKN 408. [3-0-0] Prerequisite: Either (a) HMKN 206 or (b) HES 240.

Course Structure

- **In-person Lecture:** Mondays 9:30 am – 11:00 am in SCI 247
- **In-person Lab:** Wednesdays 9:30 am – 11:00 am in SCI 247 or SCI 236
- **Asynchronous content:** Content uploaded Thursdays by 9 pm PT.

Course Overview

This three-credit course will provide an overview of knowledge translation (KT) in health and exercise sciences. The Canadian Institutes of Health Research defines KT as 'a dynamic and iterative process that includes synthesis, dissemination, exchange and ethically-sound application of knowledge to improve the health of Canadians, provide more effective health services and products and strengthen the health care system'. This course will explore each aspect of this definition and strive to support students to develop their own knowledge translation practice.

This course utilizes a blended format combining three components:

- Asynchronous Content (Online): Required readings, videos, and preparatory materials must be reviewed and engaged with before coming to the scheduled lecture or practice.
- Synchronous Lectures (In-Person): Mandatory in-person sessions focused on core concepts and theoretical frameworks.
- Mandatory Synchronous Practice Sessions (In-Person): Dedicated time for application, group work, demonstrations, and skill-building activities.

Students are expected to arrive at in-person sessions prepared to discuss and apply the assigned asynchronous material. This preparation may involve short assignments or readings required to participate effectively in the mandatory practice sessions.

The field of Knowledge Translation (KT) is highly practice-based. Consequently, a significant portion of the course involves group activities, demonstrations, and hands-on application of KT frameworks. Your active participation, engagement, and consistent attendance in the mandatory synchronous practice sessions are essential and will be factored into your final grade (e.g., through a participation and reflection components).

This course is designed to be an interactive and memorable learning experience. I aim to connect theoretical knowledge to impact beyond academia. I will share relevant professional experiences to illustrate course concepts. Your own professional or lived experiences are highly valued as they enrich discussions and make the material more relevant. You are encouraged to respectfully share your opinions and constructive disagreements. Engaging in thoughtful, energetic conversation is key to exploring complex KT challenges and enhancing the learning experience for all. That said, sharing personal experience is encouraged but never required.

Learning Outcomes or Objectives

Upon successful completion of this course, students will be able to:

1. Define key concepts and terminology and differentiate between major theories, models, and frameworks used in the field of knowledge translation.
2. Apply KT theories, models, and frameworks to systematically create, implement, and evaluate a knowledge translation plan.
3. Justify and plan for the use of ethical, relational, and partnership approaches to effectively facilitate knowledge translation among diverse research users.

Methods of Assessment/Evaluation Components

Please see Canvas for a full description of assignments and rubrics.

Description of Assessment	%	Individual or Group Assessment	Learning outcome(s) assessed	Due Date	Flex or Firm?*
1. Weekly tutorial participation and reflections	10%	Individual	1, 2, 3	Ongoing	Flex
2. Midterm exam	30%	Individual	1	Feb 9	Firm
3. Knowledge product video pitch	15%	Group	2, 3	March 9	Flex
4. Knowledge translation plan	35%	Group	2, 3	April 10	Flex
5. Relational practice reflection	10%	Individual	3	T1: Feb 2 T2: April 15	Flex

Late Policy for Course

This course utilizes a flexible, equitable late policy to accommodate the unpredictable nature of academic and personal life while respecting the need for timely feedback and grading.

A. Policy for Individual Assignments (Non-Group Work)

- *Grace:* For each assignment, each student is automatically granted a 2-day grace period (48 hours). There is no request required - You do not need to ask the instructor for permission, provide documentation, or explain why you are using these days.

- *How to Use:* Simply submit your assignment late on Canvas.
- *Standard Late Penalty:* Once your 2 Grace Days have passed, subsequent late submissions will incur a **10% deduction per day** late.

B. Policy for Group Assignments (Including the Pitch & Final KT Plan Project)

- Due to the collaborative nature of these deliverables, Group Assignments are excluded from the grace day and follow a formal extension process:
- *Extension Request:* Groups may formally request an extended deadline. This request must be submitted by the group spokesperson to the instructor at least ***7 working days*** prior to the original due date.
- *Instructor Approval:* If the extension is approved, the new date becomes the official deadline.
- *Late Penalty (Post-Extension):* Once the approved deadline has passed, or if no extension was requested/granted, the group must follow the general HES policy for further extensions or will be subject to a 48-hour grace period and a ***10% deduction per day*** late.

Exclusions: This flexible late policy does not apply to Mandatory synchronous activities (e.g., mandatory attendance in practice sessions) or the Midterm.

Every student receives on 'grace' for a missed practice session. For the midterm, students should use SHES Self Declaration Form.

Learning Materials

All learning materials for this course are mandatory and are required to be completed *before* the associated synchronous session (lecture or practice).

The course utilizes openly accessible resources to ensure students are not required to purchase textbooks:

- Academic Articles & Core Readings: All required academic articles are accessible through the UBC Library. No direct purchase is necessary.
- Multimedia & Public Documents: Supplementary videos (e.g., YouTube) and public documents (e.g., national guidelines) will be provided via direct links.
- Accessing materials: A detailed asynchronous content and reading list, including links and titles, is posted on the Course Schedule and the main Canvas course page.

Use of AI Tools

The use of generative Artificial Intelligence (AI) tools (such as ChatGPT, Gemini, Co-pilot etc.) is permitted and, in some contexts, encouraged in this course to help you clarify concepts, brainstorm ideas, and draft outlines—mirroring their growing role in

professional KT environments. However, their use must be transparent, ethical, and mindful. Please note that at this time, Microsoft Copilot is the only generative AI tool officially approved by UBC for student use, as it meets the university's privacy and security standards when logged in with your UBC credentials.

A. Transparent Use (Mandatory Appendix)

- If you use an AI tool to generate any content, ideas, code, or structure that directly informs your submitted work, you must document this transparently.
- Appendix Requirement: You must include a dedicated Appendix: Use of Generative AI at the end of your assignment, located immediately before your Bibliography/Reference List.
- Content of Appendix: This appendix does not count toward word limits. For each instance of use, you must list:
    - Tool Used: (e.g., ChatGPT-4, Gemini).
    - Purpose: (e.g., "Used to brainstorm barriers for the Needs Assessment section").
    - Prompt(s): The specific prompt(s) you entered.
    - Modification: A brief sentence on how you modified or verified the AI's output (e.g., "I verified the barriers against the TDF literature and rewrote the descriptions to fit the specific target audience.").

B. Ethical and Mindful Use (Expectation)

- Original Thought: AI-generated content is not a substitute for your own critical analysis, synthesis of course concepts, or specific application of the Knowledge-to-Action (KTA) framework. You are responsible for the accuracy and originality of all submitted work.
- Integrity: Submitting work entirely generated by AI without significant modification or transparency is considered a breach of academic integrity.
- Data and Privacy: Be aware that information you enter into AI tools is not private. Do not input confidential information or course materials into these systems.

C. Specific Assignments

Unless otherwise stated in the assignment instructions, AI tools are not permitted for use during exams or personal reflection statements.

Missed exam policy

If you are ill or have another extenuating circumstance arise that permits you to miss the midterm, a make-up exam will be arranged. Please note writing exams early is not permitted unless under very exceptional circumstances and approved by the HES undergraduate curriculum committee.

Course Schedule

The tentative course schedule document is available online. It outlines deadlines, asynchronous content and readings, synchronous lecture topics, and mandatory practices session documents. A tentative course schedule is presented below.

Week	Dates	Lecture (Monday)	Tutorial (Tuesday)	Deadlines
1	Jan 5/7	What is knowledge translation?	KTA Framework	A1: Reflection
2	Jan 12/14	Knowledge Creation & Synthesis	Deconstructing diverse Physical Activity guidelines	A1: Reflection
3	Jan 19/21	Identifying know-do gaps and knowledge users	Identifying knowledge users of physical activity guidelines	A1: Reflection
4	Jan 25/28	Adapting knowledge Integrated knowledge translation	Principles of partnership Adapting the Equity Tool	A1: Reflection
5	Feb 2/4	Barriers & Facilitators	Applying TDF & COM-B	A1: Reflection A5: Part 1 Due
6	Feb 9/11	Midterm Review	Midterm	Midterm
-	Feb 16/18	READING WEEK		
7	Feb 22/28	Select & Tailor Interventions Part 1	Mapping barriers and selecting BCTs	A1: Reflection
8	March 2/4	Select & Tailor Interventions Part 2	Mapping the ERIC strategies	A1: Reflection

9	March 9/11	Monitor & Evaluate Part 1	Building a logic model	A1: Reflection A3: Pitch
10	March 16/18	Monitor & Evaluate Part 2	Building your evaluation table	A1: Reflection
11	March 23/25	Sustain Knowledge Use & Ethics	Planning for sustaining knowledge use	A1: Reflection
12	March 30/31	Careers in KT – Community Webinar	Critical Feedback and Support	A1: Reflection
13	April 6/7	Final Lecture	Group Feedback	A1: Reflection
X	April 10	-	-	A4: KT Plan
X	April 15	-	-	A5: Relational practice

UBC Policies & Resources

Academic Integrity

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating usually result in a failing grade or mark of zero on the assignment or in the course. Careful records are kept to monitor and prevent recidivism. A more detailed description of academic integrity, including the University's policies and procedures, may be found in the Academic Calendar.

Final Examinations

You can find the Senate-approved term and examination dates here. Except in the case of examination clashes and hardships (three or more formal examinations scheduled within a 27-hour period) or unforeseen events, students will be permitted to apply for out-of-time final examinations only if they are representing the University, the province, or the country in a competition or performance; serving in the Canadian military; observing a religious rite; working to support themselves or their family; or caring for a family member. Unforeseen events include (but may not be limited to) the following: ill health or other personal challenges that arise during a term and changes in the requirements of an ongoing job. Further information on Academic Concession can be found under Policies and Regulation in the Okanagan Academic Calendar.

Grading Practices

Faculties, departments, and schools reserve the right to scale grades in order to maintain equity among sections and conformity to University, faculty, department, or school norms. Students should therefore note that an unofficial grade given by an instructor might be changed by the faculty, department, or school. Grades are not official until they appear on a student's academic record. Further information on Grading Practices can be found in the Okanagan Academic Calendar.

Resources to Support Student Success:

UBC Okanagan Disability Resource Centre

The DRC facilitates disability-related accommodations and programming initiatives to remove barriers for students with disabilities and ongoing medical conditions. If you

require academic accommodations to achieve the objectives of a course please contact the DRC at:

Email: drc.questions@ubc.ca

Web: www.students.ok.ubc.ca/drc

UBC Okanagan Equity and Inclusion Office

Through leadership, vision, and collaborative action, the Equity & Inclusion Office (EIO) develops action strategies in support of efforts to embed equity and inclusion in the daily operations across the campus. The EIO provides education and training from cultivating respectful, inclusive spaces and communities to understanding unconscious/implicit bias and its operation within in campus environments. UBC Policy 3 prohibits discrimination and harassment on the basis of BC's Human Rights Code. If you require assistance related to an issue of equity, educational programs, discrimination or harassment please contact the EIO.

Email: equity.ubco@ubc.ca

Web: www.equity.ok.ubc.ca

Student Wellness

At UBC Okanagan health services to students are provided by Student Wellness. Nurses, physicians and counsellors provide health care and counselling related to physical health, emotional/mental health and sexual/reproductive health concerns. As well, health promotion, education and research activities are provided to the campus community. If you require assistance with your health, please contact Student Wellness for more information or to book an appointment.

Email: healthwellness.okanagan@ubc.ca

Web: www.students.ok.ubc.ca/health-wellness

Office of the Ombudperson

The Office of the Ombudsperson for Students is an independent, confidential and impartial resource to ensure students are treated fairly. The Ombuds Office helps students navigate campus-related fairness concerns. They work with UBC community members individually and at the systemic level to ensure students are treated fairly and can learn, work and live in a fair, equitable and respectful environment. Ombuds helps students gain clarity on UBC policies and procedures, explore options, identify next steps, recommend resources, plan strategies and receive objective feedback to promote constructive problem solving. If you require assistance, please feel free to reach out for more information or to arrange an appointment.

Email: ombuds.office.ok@ubc.ca

Web: www.ombudsoffice.ubc.ca

Student Learning Hub

The Student Learning Hub is your go-to resource for free math, science, writing, and language learning support. The Hub welcomes undergraduate students from all disciplines and year levels to access a range of supports that include **tutoring in math, sciences, languages, and writing, as well as help with study skills and learning strategies**. Students are encouraged to visit often and early to build the skills, strategies and behaviors that are essential to being a confident and independent learner. For more information, please visit the Hub's website.

Email: learning.hub@ubc.ca

Web: www.students.ok.ubc.ca/slh

The Global Engagement Office

The Global Engagement Office provides advising and resources to assist International students in navigating immigration, health insurance, and settlement matters, as well as opportunities for intercultural learning, and resources for Go Global experiences available to all UBC Okanagan students, and more.

Email: ubco.global@ubc.ca

Web: www.students.ok.ubc.ca/global-engagement-office/

Safewalk

Don't want to walk alone? Not too sure how to get somewhere on campus? Call Safewalk at **250-807-8076**. Web: www.security.ok.ubc.ca