Individual, Inter-professional, and Institutional Influences on the Knowledge Translation Process: A Qualitative Synthesis of the Experiences of Physicians and Nurses in Hospital Settings

by

Laura Brooke Dilley

B.A., Dalhousie University, 2005
B.Ed., University of Ottawa, 2009

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Abstract

This study reports on a systematic review and meta-synthesis of English-language qualitative research studies exploring experiences of clinicians in hospital settings integrating evidence-based recommendations into their clinical practice. The goal of the study was to explore influences on the learning processes and environments of clinicians as part of the knowledge translation process. Findings illustrate: (1) how individual influences, such as the positioning of research ‘evidence’ and prior experiences with evidence-based medicine, shape practitioners’ willingness and preparedness to adopt evidence-based recommendations; (2) how inter-professional dynamics, such as the presence of ‘practice champions’ and ‘role clarity’, influence the implementation of new health care recommendations; and, (3) how institutional contexts, such as the perceived responsiveness and adaptability of education interventions to hospital priorities and resources, shape people’s capacity to undertake knowledge translation. Collectively, these findings suggest the need for reforms to medical education and hospital policies that take into account of adult learning theory and local practices and contexts; the study concludes with recommendations to improve the knowledge translation processes in hospitals.

Keywords: knowledge translation; adult education: meta-synthesis; learning theory; evidence-based; hospitals.