

Stephanie Brooks – University of Alberta

Project: *Advancing Theory of Learning Health System Implementation*



Biography

Stephanie has been a knowledge translation specialist in Edmonton since 2014. After completing her MSc (Global Health) at the University of Alberta (2014), she worked as a knowledge translation and stakeholder engagement lead on various research programs including clinical trial, occupational health and safety, and immunization communication teams.

Stephanie started her PhD in the School of Public Health, University of Alberta, in 2020. As an embedded researcher, she will study how various initiatives in Alberta are building necessary infrastructures to support Alberta's province-wide Learning Health System. Her knowledge translation background paired with the training provided by this award will position her to leverage her patient-oriented research skills and create impact at a system scale. Her PhD project has true potential to create practical and policy-relevant evidence and improve patient outcomes and experiences in care.

Project Summary

There is a movement in Canadian healthcare to move from traditional health system setups to learning health systems. Learning health systems collect lessons from everyday care to speed up quality improvement and to rapidly implement cutting edge health research into practice. By doing so, learning health systems aim to improve patient experiences and outcomes, increase workplace satisfaction for care workers, and do so at a lower cost. Many researchers, health system staff, and policy-makers are working to make learning health systems the norm but there are still a lot of steps to figure out. One such step is how to create, implement, and maintain the infrastructure required to transition from conventional healthcare systems into learning health systems.



This study will follow different initiatives trying to build learning health system infrastructures by interviewing staff involved, studying initiative planning and implementation documents, and evaluating the initiatives' outcomes. Doing this will help create evidence-based guidance on effective facilitation of the transition into learning health systems. Without this research, teams will be forced to continue implementing learning health system infrastructures in non-evidence-based ways, perpetuating overpriced systems that unnecessarily delay healthcare improvements and negatively impacts patient and provider healthcare experiences.

During the tenure of this studentship I will complete multi-stakeholder engagement required to build meaningful knowledge translation products. I am employing an integrated knowledge translation approach, consulting with patients, clinical investigators, implementation scientists and support practitioners, learning health system researchers, and other relevant stakeholders identify practical tools and deliverables to come from the research findings.

