



# knowledgetranslation@CIHR

Jacqueline Tetroe

Senior Advisor, Knowledge Translation

Leah Jurkovic

Senior Advisor, Knowledge Synthesis and Exchange Branch

Knowledge Mobilization and Grant Proposal Writing:  
A Researcher's Guide  
Queen's University



June 2<sup>nd</sup>, 2009  
Kingston, Ontario



What do we mean by “knowledge translation”?

KT funding opportunities at CIHR

Important components of an end of grant  
dissemination plan

Tips for applying to integrated KT funding  
opportunities at CIHR





# What is knowledge translation?



CIHR IRSC

Canada 

# Knowledge Translation is part of our mandate

3. (1) There is hereby established a corporation, to be known as the Canadian Institutes of Health Research, in this Act referred to as the “CIHR”.

(2) The CIHR is an agent of Her Majesty in right of Canada.

(3) The head office of the CIHR shall be at the place in Canada that is designated by the Governor in Council.

## OBJECTIVE

4. The objective of the CIHR is to excel, according to internationally accepted standards of scientific excellence, in the creation of new knowledge and its translation into improved health for Canadians, more effective health services and products and a strengthened Canadian health care system, by

(a) exercising leadership within the Canadian research community and fostering collaboration with the provinces and with individuals and organizations in or outside Canada that have an interest in health or

3. (1) Est constituée une personne morale appelée Instituts de recherche en santé du Canada, ci-après dénommée IRSC.

(2) IRSC est mandataire de Sa Majesté du chef du Canada.

(3) Son siège social est situé au lieu du Canada fixé par le gouverneur en conseil.

## MISSION

4. IRSC a pour mission d'exceller, selon les normes internationales reconnues de l'excellence scientifique, dans la création de nouvelles connaissances et leur application en vue d'améliorer la santé de la population canadienne, d'offrir de meilleurs produits et services de santé et de renforcer le système de santé au Canada, et ce par :

a) l'exercice d'un leadership dans les milieux canadiens de la recherche et l'encouragement à la collaboration avec les provinces ainsi que les personnes et orga-

Canadian  
Institutes of  
Health  
Research

Agent of Her  
Majesty

Head office

Objective

Instituts  
de recherche  
en santé du  
Canada

Statut

Siège so-

Mission



# What is Knowledge Translation?

KT is 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 process takes place within a complex system of interactions between researchers and knowledge users which may vary in intensity, complexity and level of engagement depending on the nature of the research and the findings as well as the needs of the particular knowledge user.*



# What is Knowledge Translation?



## Knowledge synthesis

- The contextualization and integration of research findings of individual research studies within the larger body of knowledge on the topic.
- Synthesis is a family of methodologies for determining what is known in a given area or field and what the knowledge gaps are.

## Dissemination

- Involves identifying the appropriate audience for the research findings, and tailoring the message and medium to the audience.

## Knowledge exchange

- Refers to the interaction between the knowledge user and the researcher resulting in mutual learning, it encompasses the concept of collaborative or participatory, action oriented research where researchers and knowledge users work together as partners to conduct research to solve knowledge users' problems (Integrated KT). AKA: co-production of knowledge, Mode 2

## Ethically sound application of knowledge

- The iterative process by which knowledge is actually considered, put into practice or used to improve health and the health system.
- KT activities must be consistent with ethical principles and norms, social values as well as legal and other regulatory frameworks



# What is Knowledge Translation?

Knowledge translation is about:

- Making users aware of knowledge and facilitating their use of it to improve health and health care systems
- Closing the gap between what we know and what we do (reducing the know-do gap)
- Moving knowledge into action

Knowledge translation **research** (KT Science) is about:

- Studying the determinants of knowledge use and effective methods of promoting the uptake of knowledge





# Knowledge Translation and you

Knowledge Translation is something that most researchers are already doing, to some extent.

Researchers who:

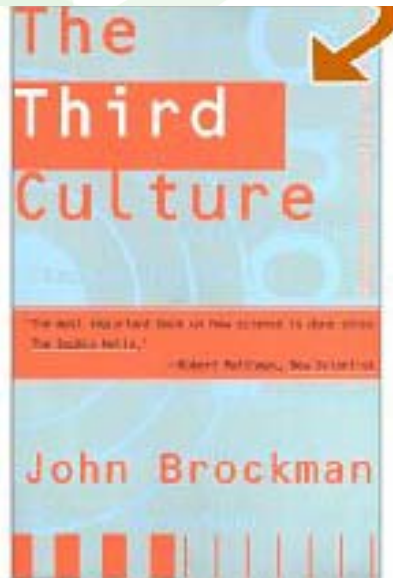
- publish their research findings
- tell other researchers about their work
- present their work at conferences

.....are engaged in at least one part of the process we call “knowledge translation”: disseminating the results of their work to their peers



# Why is KT important?

“The role of the intellectual includes communicating. Intellectuals are not just people who know things but people who shape the thoughts of their generation. An intellectual is a synthesizer, a publicist, a communicator.”



John Brockman\*. *The Third Culture: beyond the Scientific Revolution* 1996.

\*specialist in in scientific literature, founder of the Edge Foundation - an organization that brings together people working at the edge of a broad range of scientific and technical fields <http://www.edge.org/>



# Why is KT important?

- Consistent evidence of failure to translate research findings into clinical practice
    - 30-45% patients do not get treatments of proven effectiveness
    - 20–25% patients get care that is not needed or potentially harmful
- (McGlynn et al, 2003; Grol R, 2001; Schuster, McGlynn, Brook, 1998;)
- Cancer outcomes could be improved by 30% with optimum application of what is currently known
  - **Biomedical** research also produces new findings that may ultimately contribute to effective and efficient patient care as well as to evidence-informed policy
  - The findings of such research will not improve the health of Canadians unless the right people know about them



# KT also important between researchers



# When is KT important?

An important caveat:

- results from a single research study should be contextualized within a synthesis of global research results before **extra-ordinary** dissemination or implementation efforts are undertaken
- need to bring common sense as well as academic rigour to bear on decisions about the degree and intensity of KT activities warranted by a single research study – hence the need for *judicious* KT



# Two kinds of KT

## End of grant KT

- The researcher develops and implements a plan for making knowledge users aware of the knowledge generated through a research project

## Integrated KT

- Research approaches that engage potential knowledge-users as partners in the research process.
- requires a collaborative or participatory approach to research that is action oriented and is solutions and impact focused (Mode 2).
- For example, the researcher(s) and knowledge-user partner(s) jointly define the research question, and are involved in interpreting and applying the findings



# What is integrated KT?

- a way of doing research
- collaborative, participatory, action-oriented, community based research, co-production of knowledge, mode 2 research
- involves engaging and integrating knowledge users into the research process
- Knowledge users can be:
  - Policy- and decision-makers from the community to the federal level, researchers, the public, industry, clinicians, the media
  - Investigators from different disciplines, teams, countries



# What is integrated KT?

Knowledge users and researchers (knowledge creators) work together to:

- ✓ shape the research questions
- ✓ interpret the study findings and craft messaging around them
- ✓ move the research results into practice

In our view – this is the minimum requirement for conducting integrated KT



# What is integrated KT?

In addition, knowledge users and researchers (knowledge creators) *can* work together to:

- ✓ shape the research questions
- ✓ decide on the methodology
- ✓ help with data collection and tools development
- ✓ interpret the study findings and craft messaging around them
- ✓ move the research results into practice
- ✓ widespread dissemination and application



# Review implications of integrated KT

By requiring both researchers and knowledge users to be part of the research team, integrated KT requires *merit review*:

- Both knowledge users and researchers on the review panel
- Each proposal scored on impact/relevance as well as scientific merit
- Both “types” of panel members have a voice



# What is end of grant KT?

A broad spectrum of activities including:

**Diffusion** (let it happen)

**Dissemination** (help it happen)

**Application** (make it happen)

- knowledge application is often a fundamental component of integrated KT as well





# KT funding opportunities at CIHR



CIHR IRSC

Canada 



# KT Funding Opportunities

## KT Focus

## Funding mechanisms

### Synthesis

- CIHR funds the Canadian Cochrane Network and Centre
- Knowledge Synthesis
- Operating grants competition - reviewed by KT expert panel

### Integrated KT

- Knowledge Synthesis
- Knowledge to Action
- Partnerships for Health System Improvement
- Meeting, Planning and Dissemination grant – KT Events (to develop collaborative relationships and grant proposals)

### End of Grant KT

- Meeting, Planning and Dissemination grant – KT Supplement (to disseminate results)
- Allowable expense as part of a grant application

### Science of KT

- Operating grants competition - KT Panel

### Training

- Doctoral, Fellowship, New Investigators Awards
- Health Research Communications Award, Journalism Award
- Science to Business



# Knowledge Synthesis

**Purpose:** to support teams of researchers and decision makers/knowledge users to produce knowledge syntheses and scoping reviews.

## Objectives:

- To produce scoping reviews and syntheses that respond to the information needs of knowledge users in all areas of health.
- To support the use of synthesis evidence in decision-making by building integrated and end-of-grant knowledge translation practices into the production of scoping reviews and syntheses.
- To extend the benefits of knowledge synthesis to new kinds of questions relevant to knowledge users and areas of research that have not traditionally been synthesized.

## • Available funds:

- Knowledge syntheses (various forms)
  - \$100,000 per year for up to one year
- Scoping reviews (exploratory projects)
  - \$50,000 per year for up to one year





# Knowledge to Action

- **Purpose:** to accelerate the translation of knowledge by linking researchers and knowledge-users to move knowledge into action. Applicants can request funding to support partnerships, knowledge and tools for implementation projects
- **Objectives:**
  - Increase the uptake/application of knowledge by supporting partnerships between researchers and knowledge-users to bridge a knowledge to action gap.
  - Increase the understanding of knowledge application.
- **Available funds:**
  - \$100,000 per year for up to two years

NB This program is intended to fund the knowledge application process rather than conducting primary research.



# Partnerships for Health System Improvement (PHSI)

- **Purpose:** Support teams of researchers and decision makers interested in conducting applied health research useful to health system managers and or policy makers over the next two-to-five years.
- **Objectives:**
  - Support research that "reflects the emerging health needs of Canadians and the evolution of the health system and supports health policy decision-making"
  - Foster "collaboration with the provinces and with individuals and organizations in or outside of Canada that have an interest in health or health research" and engage a variety of partners, "in or outside Canada, with complementary research interests"
  - Enable "the dissemination of knowledge and application of health research to improve the health of Canadians" and strengthen the Canadian health care system (including the public health system).
- **Available funds:**
  - Up to \$500,000 per grant (including CIHR and partnership funding) for a maximum of three years



# Meetings, Planning, Dissemination Grants

## Knowledge Translation Supplement:

- For KT activities following a CIHR grant/award when it is appropriate to disseminate the results of the research beyond the traditional scientific community
- Available funds:
  - Up to \$40,000
  - 3 competitions per year

# Meetings, Planning, Dissemination Grants

## KT Events (2 Streams):

### 1) Integrated KT & KT Science events

- IKT events engage and integrate knowledge-users in the exchange of information
- KT Science events promote or further the science of KT

### 2) Dissemination/End-of-Grant KT events

- Focus on the dissemination and communication activities of researchers

### • **Funds Available:**

- Up to \$15,000
- 3 competitions per year



How we can help ...



CIHR IRSC

Canada 

# KT Resources

- Guide to KT for peer reviewers and applicants (summer 2009)
- Knowledge to Action: A Knowledge Translation Casebook (<http://www.cihr-irsc.gc.ca/e/38764.html>)
- The KT Clearinghouse (<http://kclearinghouse.ca/>)
- KT in Health Care – Moving from Evidence to Practice: A KT Handbook (Spring 2009)
- Online learning modules (Spring 2009)

# CIHR's Guides to KT

- **Format:**
  - 1 for IKT
  - 1 for EGKT
  - Designed for use in all funding opportunities with KT requirements
- **Objectives:**
  1. To bring **consistency** and **rigor** to the assessment of KT requirements in grant and award applications
  2. To make it **transparent** to applicants how CIHR reviews KT

# CIHR's Guides to KT - Content

- Explanations
  - Types of KT (EGKT and IKT)
  - How assessment factors apply to the different types of KT
- Worksheets
  - Guide reviewers and applicants through the KT plan
- Examples
  - Help reviewers and applicants calibrate their thinking
  - Demonstrate how KT can be done differently across disciplines and health sectors
- References for further information

# CIHR's Guides to KT - Current Status

- EGKT guide is almost complete
  - Examples being incorporated from each of CIHR's themes to better demonstrate the application of the guide across all themes of health research
- IKT guide is being harmonized with broad categories for Merit Review
  - Not yet a strong match with the review criteria published in strategic funding opportunities

# End-of-Grant KT Factors for Consideration

- 1. Goals – There are two broad goals typical of end-of-grant KT activities: raising awareness and promoting action.**
  - Whether goals are modest or ambitious, they must be appropriate to the nature of the research findings and the target audience(s).
- 2. Audience – Applicants should identify the individual(s) and/or group(s) who should know about the research findings.**
  - Demonstrate a detailed understanding of knowledge-user audience(s)
- 3. Strategies – Applicants should choose methods to reach the identified audience(s) and deliver on the KT goal(s) that are appropriate to the nature of the research results.**
  - End-of-grant KT strategies broadly fall into three categories - diffusion, dissemination, application.





## EGKT Factors for Consideration cont.

**4. Expertise** – Specific expertise might be required to deliver on the identified strategies.

- E.g., development of specialized products such as DVDs or films might require IT experts
- E.g., reaching audiences that are difficult to engage might require intermediaries such as knowledge brokers.

**5. Resources** – Applicants should demonstrate that the proposed knowledge translation activities can be delivered.

- Financial resources, human resources, and/or access to resources should be considered.



## A Note on Appropriateness

For all KT activities the most important consideration is *appropriateness*. Each discipline, research project, and knowledge-user community is different. When there are limitations on the validity or generalizability of the results with few potential knowledge-users, a modest approach is most appropriate. The key to a successful plan is to ensure that there is a match between the expected research findings, the targeted knowledge-users and the KT strategies selected.

Note: The application of the results of a single study is usually not appropriate. Synthesized evidence is robust and mature, constituting the best knowledge for application.



Factor	Options	Key Questions
<b>Goals</b>	KT goals could include: <ul style="list-style-type: none"> <li><input type="checkbox"/> increase knowledge/awareness</li> <li><input type="checkbox"/> change attitudes</li> <li><input type="checkbox"/> change behaviour</li> <li><input type="checkbox"/> change practice</li> <li><input type="checkbox"/> change policy</li> <li><input type="checkbox"/> inform research</li> <li><input type="checkbox"/> other:</li> </ul>	<ul style="list-style-type: none"> <li>• Are the KT goals clear, concrete and well justified?</li> <li>• Are the KT goals appropriate to the research findings and audience(s)?</li> </ul>
<b>Audience</b>	Target audiences could include: <ul style="list-style-type: none"> <li><input type="checkbox"/> researchers</li> <li><input type="checkbox"/> health professionals/service providers</li> <li><input type="checkbox"/> general public</li> <li><input type="checkbox"/> media (print, TV etc.)</li> <li><input type="checkbox"/> patients/consumers</li> <li><input type="checkbox"/> community-based decision-makers</li> <li><input type="checkbox"/> policy-makers</li> <li><input type="checkbox"/> private sector</li> <li><input type="checkbox"/> research funders</li> <li><input type="checkbox"/> industry/venture capital group</li> <li><input type="checkbox"/> other:</li> </ul>	<ul style="list-style-type: none"> <li>• Does the plan consider all potentially relevant audiences?</li> <li>• Does the plan demonstrate a thorough understanding of the proposed target audience(s), including the current state of their knowledge in the research area, and their preferences for using knowledge?</li> </ul>

# Knowledge to Action: A KT Casebook

- Contains 10 stories
- Provides insight into the real world of researchers and knowledge users
- Presents important lessons about successful EGKT and IKT
- Published in early 2009

Available at:

<http://www.cihr-irsc.gc.ca/e/29484.html>





# KT in Health Care - Moving from Evidence to Practice: A KT Handbook

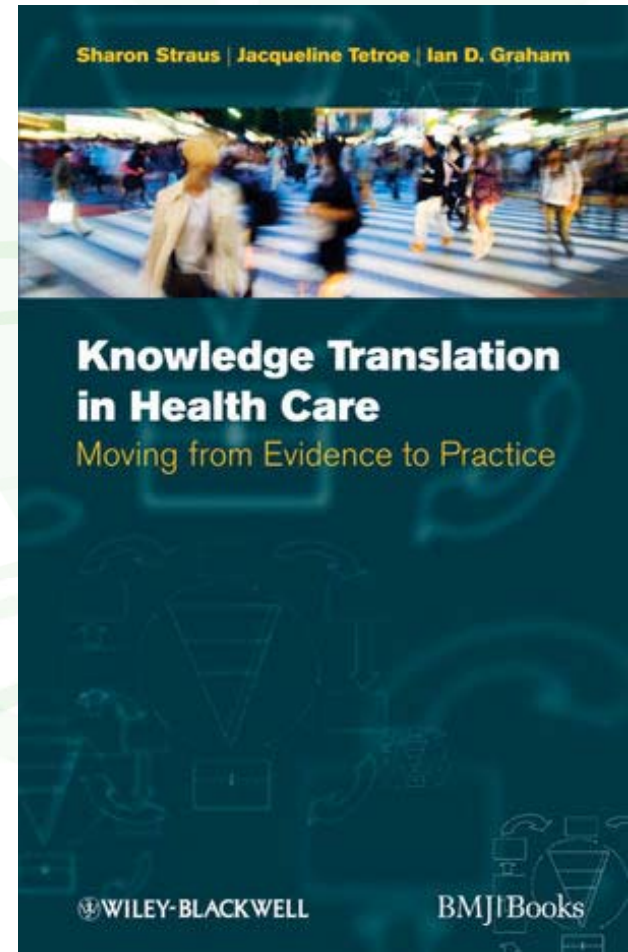
- **Content:**
  - Defines and describes KT
  - Outlines strategies for how to target KT to relevant stakeholders including the public, clinicians, and policy- makers
- **Structure:**
  - Chapters follow the Knowledge-to-Action Cycle
  - Additional chapters on the Science of KT and KT Ethics
- **Availability:**
  - Published Spring 2009 (English only)
  - Selected content to be published as a series in CMAJ
  - Plan to make the following available on the CIHR KT website:
    - French version of the handbook
    - PowerPoint presentations for each chapter


# A KT Handbook

- Chapters cover:
  - Knowledge creation
  - Knowledge-to-Action cycle
  - Theories and Models of Knowledge-to-Action
  - Knowledge exchange
  - Evaluation of Knowledge-to-Action

Available at:

[http://ca.wiley.com/WileyCDA/WileyTitle/productCd-1405181060\\_descCd-description.html](http://ca.wiley.com/WileyCDA/WileyTitle/productCd-1405181060_descCd-description.html)





CIHR IRSC  
Canadian Institutes of Health Research / Institut de recherche en santé publique

[Home](#) | [KT Canada Seminar Series](#) | [KT Consultation](#) | [News](#) | [KT Summer Institute](#) | [KT 101](#) | [Forum](#) | [Contact & Submissions](#)

## KT Clearinghouse

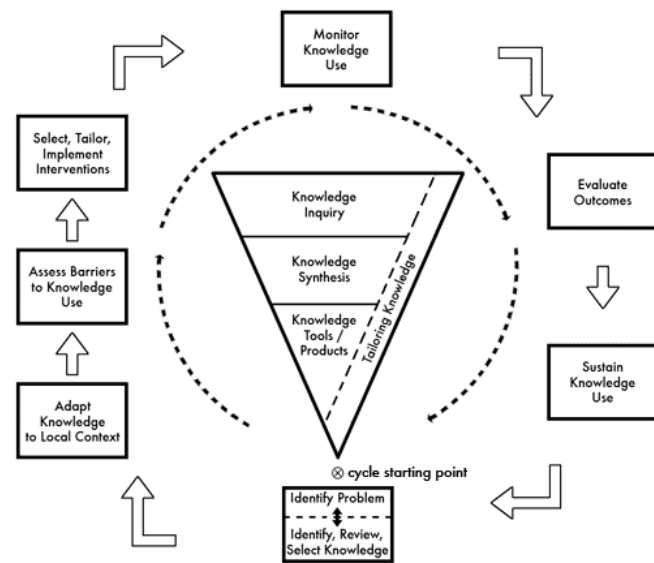
Search

- Home
- Introduction to KT and the KT Clearinghouse
- Knowledge Inquiry
- ▷ Knowledge Synthesis
- Knowledge Tools / Products
- Identify Problem / Identify, Review, Select Knowledge
- Adapt Knowledge to Local Context
- Assess Barriers to Knowledge Use
- ▷ Select, Tailor, Implement Interventions
- Monitor Knowledge Use
- Evaluate Outcomes
- Sustain Knowledge Use
- ▷ KT Tools
- ▷ Additional Models and Theories of KT
- ▷ Learning Resources
- Glossary

### Introduction to KT and the KT Clearinghouse

CIHR definition of *knowledge translation* (2008-01-29):

*Knowledge translation is 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.*



The diagram illustrates the Knowledge Translation Cycle as a continuous loop. At the center is an inverted triangle with three horizontal layers: 'Knowledge Inquiry' at the top, 'Knowledge Synthesis' in the middle, and 'Knowledge Tools / Products' at the bottom. A dashed line labeled 'Tailoring Knowledge' runs diagonally from the top right to the bottom left of the triangle. Surrounding the triangle are six rectangular boxes connected by a dashed circular arrow. Starting from the bottom and moving clockwise, the boxes are: 'Identify Problem / Identify, Review, Select Knowledge' (marked with a 'cycle starting point' icon), 'Adapt Knowledge to Local Context', 'Assess Barriers to Knowledge Use', 'Select, Tailor, Implement Interventions', 'Monitor Knowledge Use', and 'Evaluate Outcomes'. Below 'Evaluate Outcomes' is a box for 'Sustain Knowledge Use'. Arrows indicate the flow from one step to the next, forming a complete cycle.

# On-line Learning Modules

- Three interactive educational modules:
  - 1) A Guide to Researcher and Knowledge-User Collaboration in Health Research
    - *Participatory Research at McGill (PRAM)*
  - 2) Introduction to Evidence-Informed Decision Making
    - *Donna Ciliska, McMaster University*
  - 3) Critical Appraisal of Intervention Studies
    - *Donna Ciliska, McMaster University*

Available at:

<http://www.cihr-irsc.gc.ca/e/39128.html>



# On-line Learning Modules – Module #1

- Covers many key issues that should be considered or addressed when using an integrated approach to create or translate knowledge
- Includes real-life examples and case studies

Canadian Institutes of Health Research  
www.cihr-irsc.gc.ca

Français Home Contact Us Help Search canada.gc.ca

CIHR > CIHR Online Tutorials >

## A Guide to Researcher and Knowledge-User Collaboration in Health Research

COT > KT-01 > Resources > Introduction

### Introduction

Learning objectives:

1. understand the history of [knowledge translation](#) at CIHR;
2. understand the differences between end of grant [knowledge translation](#) and [knowledge translation](#) in practice;
3. learn how IKT is supported by the principles of participatory research;
4. understand basic principles of participatory research;
5. know when IKT is not appropriate.

A) History of [Knowledge Translation](#) at the Canadian Institutes of Health Research

The objectives of the Canadian Institutes of Health Research (CIHR) are to ensure that new knowledge is translated into practical results. CIHR was created in 1993, with a mandate, "To excel, according to internationally accepted standards of scientific excellence, in the conduct of research and its translation into improved health for Canadians, more effective health care systems, and a healthier Canadian health care system." At CIHR, [knowledge translation](#) (KT) is about knowledge and actively facilitating the use of knowledge to improve health, health services and health care systems through evidence-based, but also practice-based, results; 2) closing the gap between what we know and what we do (reducing the know-do gap); and 3) moving research knowledge into concrete action. (\* [Knowledge users](#) are all those who might use, benefit from, or be impacted by the results of research, but are not necessarily involved in their production.)

Jump to...
Preamble
Topic 1
Jump to...
Topic 2
Identifying and recruiting research partners
Topic 3
Taking stock of barriers and facilitators
Topic 4
Engaging in collaborative research design
Topic 5
Governance
Topic 6
Ethics
Topic 7
Maintaining partnerships over time
Topic 8
Identify IKT Funding Opportunities
Topic 9
Dissemination and Knowledge to Action
Topic 10
Epilogue
Glossary of Terms

# On-line Learning Modules – Module #2

- Developed to increase understanding of the components of evidence-informed decision making
- Built on a scenario that allows the user to apply and understand each stage of the EIDM process

The screenshot shows the Canadian Institutes of Health Research (CIHR) website. The header includes the CIHR logo and the text 'Canadian Institutes of Health Research' and 'Instituts de recherche en santé du Canada'. The main navigation menu includes 'Français', 'Home', 'Contact Us', 'Help', 'Search', and 'canada.gc.ca'. The breadcrumb trail is 'CIHR > CIHR Online Tutorials >'. The page title is 'Introduction to Evidence-Informed Decision Making'. The main content area starts with 'What is Evidence-Informed Decision making? Why be Consider:' followed by a list of bullet points. A 'Jump to...' dropdown menu is open, showing a list of topics: 'Introduction to Evidence-Informed Decision Making', 'Topic 1', 'Topic 2', 'Topic 3', 'Topic 4', 'Topic 5', 'Topic 6', 'Topic 7', and 'Topic 8'. The text on the page is partially obscured by the dropdown menu.

# On-line Learning Modules – Module #3

- Instruct how to determine if a study is of sufficient quality that it can be applied to a particular situation
- Built on a scenario that allows the user to apply and understand the criterion for critical appraisal

Canadian Institutes of Health Research  
www.cihr-irsc.gc.ca

Franglais Home Contact Us Help Search canada.gc.ca

CIHR > CIHR Online Tutorials >

### Critical Appraisal of Intervention Studies

COT > KT-03 > Resources > What is critical appraisal? Why bother doing it?

#### What is critical appraisal? Why bother doing it? (0.5 hours)

[Evidence-informed decision-making](#) is about applying the best available evidence to a particular situation. It is not about being lucky and find a pre-appraised article where someone else had done the work for you. It is about finding a synopsis from an evidence-based journal. If you cannot find that, you can search for a study. This process is known as "critical appraisal". What you are judging is whether the study can be applicable to your own situation, whether your situation involves a particular patient or a population. You are trying to answer the question:

Were the methods used in this study good enough that I can be confident that the results are valid?

It is Step 3 in [evidence-informed decision-making](#), where the process involves:

1. *Ask*. How do I frame the question?
2. *Acquire*. How can I find the best evidence in 5 minutes or less?
3. *Appraise*. How can I decide if the particular study is good enough to use?
4. *Integrate*. How do I decide which of multiple studies to use?
5. *Adapt*. How do I use the information from #5 in decision-making / a policy brief?
6. *Apply*. How do I develop the implementation the plan?
7. *Evaluate*. How do I know if the plan worked?

(Note: for an overview of all steps above, see Module 1 in this series on Evidence-Informed Decision Making url)



# Tips for applying to integrated KT funding opportunities at CIHR



CIHR IRSC

Canada 

# Merit Review Criteria for iKT: Research Question

- Explanation of the research project and justification for the need to conduct the research:
- To what extent does the project respond to the objective(s) of the Funding Opportunity?
- To what extent does the research question respond to an important need identified by the knowledge-user(s) on the research team?



# Research Question Criterion: What this means for you

- Be clear about what the question is right away
- Be clear about the origin of the research question: why it is interesting, who is interested in it and what the knowledge-user partners think about it



# Merit Review Criteria for iKT: Research Approach

- To what extent is it likely that the proposed methods will address the research question(s)?
- To what extent is the study design appropriate and rigorous?
- To what extent are the knowledge-user team members meaningfully engaged where appropriate (e.g. in defining the research questions, informing the research plan, interpreting the findings, informing the end-of-grant KT plan)?
- To what extent does the end-of-grant KT plan detail strategies appropriate for its goals and target audiences?



# Research Approach Criterion: What this means for you

- Be clear and specific about your proposed methods – the reviewers need to know that you know what you are doing
- Demonstrate the participation of and commitment to the project by the decision-makers – this can be written into the text or shown through letters of support
  - these letters are important – they need to show true iKT-style collaboration
  - they should not be “cookie cutter” – ensure that they are unique, and specific about what the knowledge user is expecting



# Merit Review Criteria for iKT:

## Feasibility

- To what extent are the knowledge-users on the team committed to applying the findings when they become available and is their application achievable in the particular practice, program and/or policy context?
- To what extent does the researcher-knowledge-user team have the necessary expertise and track record to deliver on the project's objective(s), including the objectives of the end-of-grant KT plan?
- To what extent is the project accomplishable in the given timeframe with the resources available/described?



# Feasibility Criterion: What this means for you

- Be sure to demonstrate a “pull” for the results of this study on the part of your knowledge-user co-applicants
- Document the expertise of each team member and their role in the proposed study
- Demonstrate that this is this is a “doable” study – from both a scientific and a practical perspective
- Demonstrate willingness of the knowledge-user partner to use the results of the study





# Merit Review Criteria for iKT: **Outcomes**

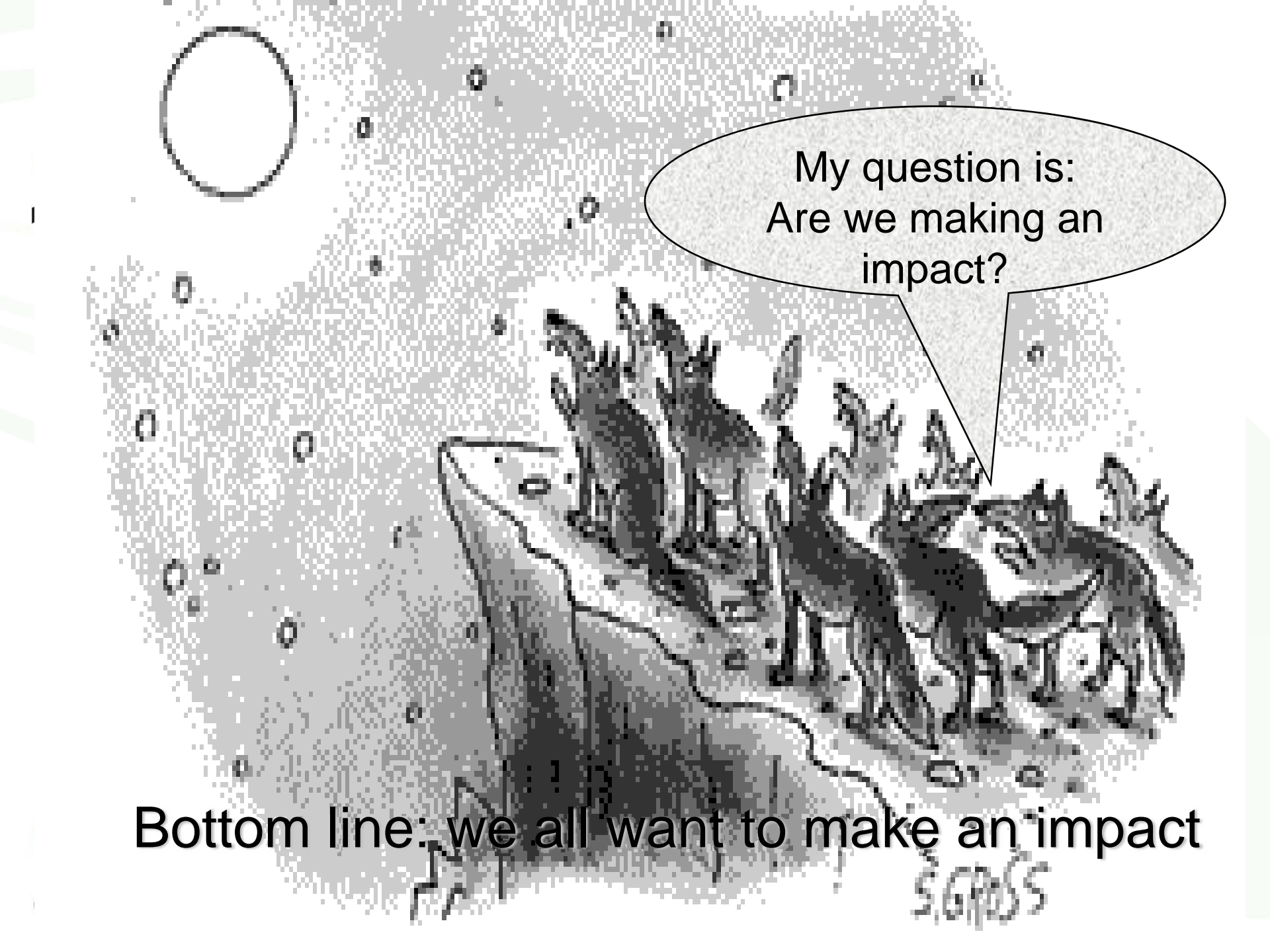
- To what extent will the project have a substantive and sustainable impact on health outcomes, practice, programs and/or policy in the study context?
- To what extent will the project's findings be transferable to other practice, programs and/or policy contexts?
- To what extent is the evaluation plan appropriate to assess the project's impact?



# Outcomes Criterion: What this means for you

- Consider the potential impact of your study and its generalizability
- If it is not generalizable, acknowledge and justify this
- Develop a reasonable evaluation plan to be able to measure the outcomes and impacts of your study

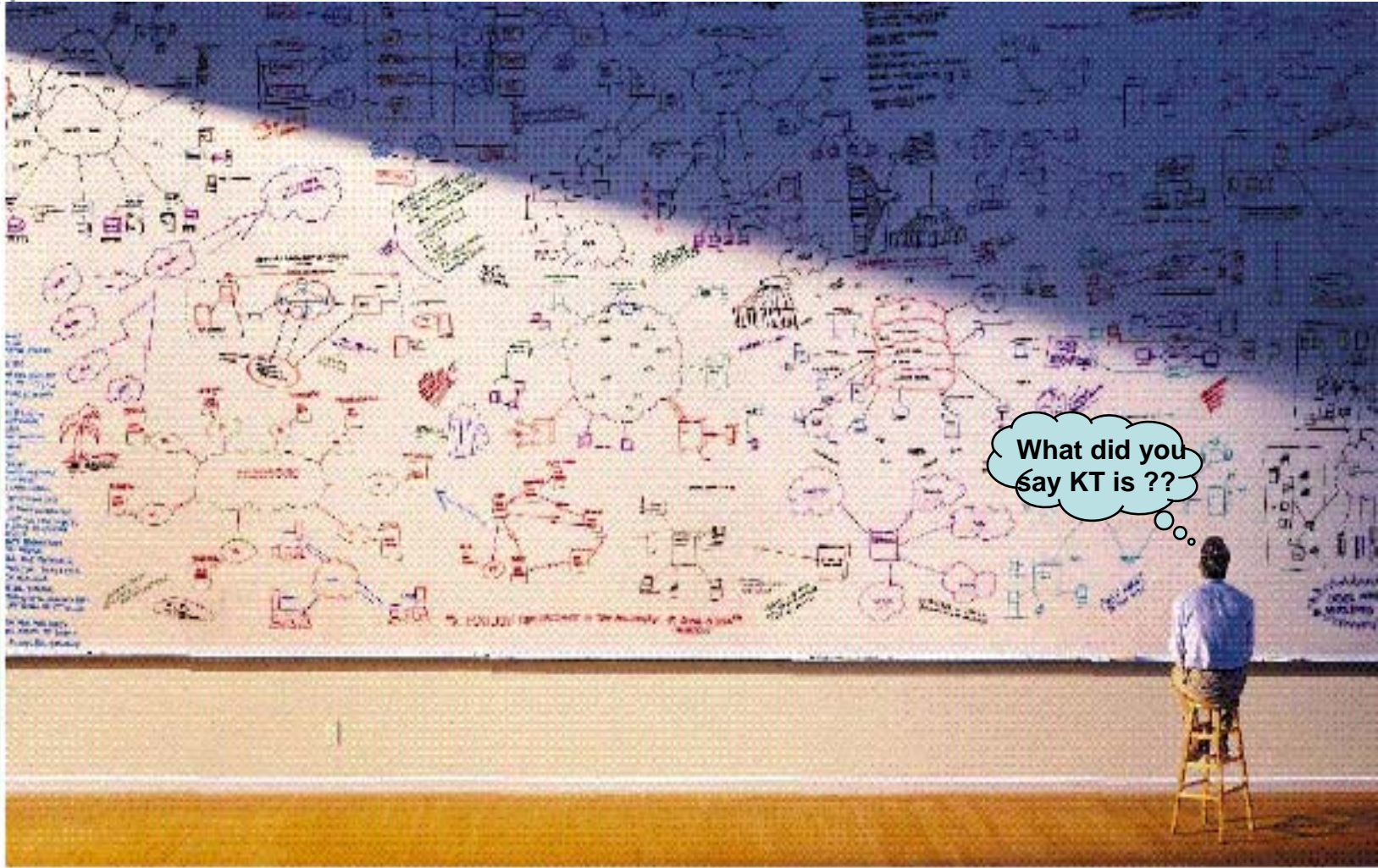




My question is:  
Are we making an  
impact?

Bottom line: we all want to make an impact

# Any Questions?



# For More Information



CIHR "Knowledge Translation & Commercialization" Website:

<http://www.cihr-irsc.gc.ca/e/29418.html>

CIHR "KT Publications and Resources"

<http://www.cihr-irsc.gc.ca/e/29484.html>



Knowledge Synthesis & Exchange Branch:

[kse-sec@cihr-irsc.gc.ca](mailto:kse-sec@cihr-irsc.gc.ca)

