Maximise Research Impact: Knowledge Transfer and Exchange Workshop

Pre-Read Information & Worksheet

Research Team: Co-PIs: Prof George Kernohan (Ulster University) and Assoc Prof Suzanne Guerin (University College Dublin). Dr Lucia Prihodova, Dr Mary Jane Brown and Dr Cathy Payne (Postdoctoral Scholars) and Conall Tunney and Geraldine Boland (Research Assistants). **Workshop facilitators**: Dr Mary Rabbitte, Programme Manager and Dr Jackie Boylan and Marie McKeon, Project Managers, AIIHPC.

A well thought out dissemination plan is critical for effective knowledge transfer and exchange not only with other researchers but also within practice and policy contexts. This workshop will help you learn how to design and develop a dissemination plan from the outset of your palliative care research project using a peer reviewed **E**vidence-based **M**odel for the **T**ransfer and exchange of **Re**search **K**nowledge "**EMTReK**".

Description – The aim of EMTReK is to support researchers to effectively promote the transfer of research knowledge to relevant contexts. The transfer can be from research to practice and policy contexts, but also to other researchers. It is important to recognise that the transfer of this knowledge can inform change in practice/policy but the model does not include these changes as an outcome. The aim/outcome of the model is the transfer of the knowledge. Use of the knowledge represents an additional action beyond the scope of the model. **Key principles of the EMTReK model are that knowledge transfer and exchange (KTE) is a complex non-linear process that has multiple stakeholders and is relevant at different and multiple stages of the research process.**

Using the Model – EMTReK has been developed to support researchers to develop a dynamic KTE plan, which identifies actions based on the components of the model. In using the model a simple starting point is the knowledge to be transferred (**the Message**), with a focus on the nature of the knowledge generated by the research and the credibility of that knowledge. The message interacts with **the Stakeholders** (recognising that there may be multiple groups here who may influence the way the message needs to be communicated) and based on these the researcher should consider **the Processes** to be used to ensure the message can be delivered to the stakeholders, while also allowing for feedback to come back though the same channels. This interaction takes place in (possibly) two layers of context, **the Local Context** (which may include organisations or other structures) and the wider **Social, Cultural and Economic Context**. Researchers should consider how these contexts may impact on the Message, Stakeholders and Processes.
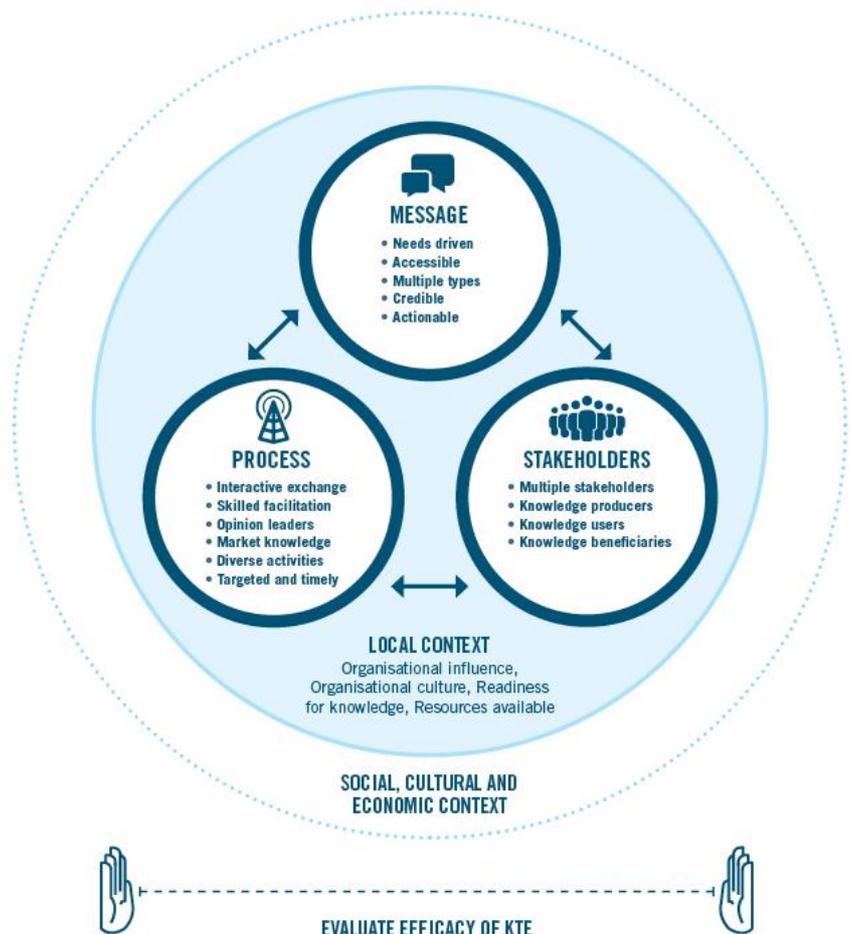
Finally, it is recommended that the researcher **Evaluates** the extent to which the message has effectively transferred as planned. Central to effective KTE activity is the development of a plan and the opportunity to access support in the development of this plan, for example from more experienced researchers. The worksheet below should be used to reflect on the elements of EMTReK and their relevance to your own research dissemination. **To learn more about EMTReK visit: www.professionalpalliativehub.com**

Components /Subcomponents	Narrative Description of Component or Subcomponent	Notes on Application
The Message	***Research produces knowledge. From this knowledge multiple messages can be derived.*** Researchers should reflect on the knowledge to be transferred and adapt their KTE plan accordingly. Includes components relating to the relevance, usability and quality of the knowledge to be transferred.	
• *Knowledge meets user's need*	*The research has been conducted in response to an identified need. User is used in the widest sense – user of the research (including other researchers), users of relevant services, and users of policy*	
• *Knowledge is accessible*	*Evidence is communicated in a way that is accessible to the target audience – i.e., that it has been translated for the audience(s)*	
• *Multiple types of knowledge are valid*	*While the knowledge is always based on research the model recognises that different types of research can represent relevant knowledge*	
• *Knowledge is credible*	*The process by which the knowledge has been created is rigorous, credible and trustworthy*	
• *Knowledge is actionable*	*The knowledge has implications for practice/change/development in the research/service/user setting*	
The Stakeholders	***Stakeholders include: palliative care researchers, service users, carers- informal and formal and citizens with an interest in palliative care, palliative care service providers, academic institutions, health professionals- specialist and generalist, and agencies.*** Researchers should identify appropriate stakeholders to be involved in the transfer activities. This should include people on either and/or both sides of the exchange process.	
• *Involves multiple stakeholders*	*The model highlights the role of multiple groups in KTE*	
• *Knowledge producers*	*Researchers are identified as part of the process and must be involved in the process of transfer*	
• *Knowledge users (consumers)*	*Knowledge users are those who will act on the knowledge being communicated – the service providers (organisational and individual) and policy makers AND researchers*	
• *Knowledge beneficiaries*	*The people who will ultimately benefit from the knowledge, most commonly users of the services (includes patients, clients) but also their families and others*	

The Process	***Strategies for communication can include both traditional (peer reviewed journal, abstracts, posters, speaking at conferences, workshops etc.) and non-traditional (blogs, podcasts, open access web journals, infographics, leaflets) knowledge dissemination tools.*** Researchers should identify appropriate processes or strategies by which they will implement the transfer. This is a 'push-pull' process influenced by both the researchers' actions and the needs of other stakeholders.	
• *Interactive exchange*	*The process of KTE should be dynamic, interactive and collaborative*	
• *Skilled facilitation*	*The process of KTE requires skilled assistance and support, including qualified and credible facilitators.*	
• *Opinion leaders/champions*	*Key stakeholders must be involved in the processes selected*	
• *Marketing knowledge*	*KTE process involves promoting the messages in a way that enhances use*	
• *Diverse activities*	*KTE should involve a range of activities reflecting different contexts and stakeholders*	
• *Targeted, timely activities*	*KTE process should be targeted at the relevant groups/outcomes and the process must be timely*	
The Local Context	Researchers must consider the impact and influence that relevant local settings in which the transfer will occur can have on the process. Can include organisational settings.	
• *Organisational influence*	*The organisations and leaders/managers themselves are a key influence in the process of KTE*	
• *Organisational culture*	*The attitudes, knowledge and values within the organisation are influential*	
• *Readiness is key*	*Readiness for change is influential in KTE*	
• *Resourcing KTE*	*There is a need to resource the process of KTE for it to be effective*	
Social, Cultural and Economic Context	Researchers should consider the impact and influence that wider social, cultural, economic factors in the research and practice environment might have on transfer and adapt accordingly	
Efficacy (Evaluation)	KTE plan must include a mechanism for evaluation of the success of the KTE process.	