

Glossary - EMTReK (Evidence-based Model for the Transfer and exchange of Research Knowledge)

Components /Subcomponents	Narrative Description of Component or Subcomponent
<p>Message</p>	<p>Research produces knowledge. From this knowledge, multiple research messages can be derived.</p> <p>Researchers should reflect on the knowledge to be transferred and design a knowledge transfer and exchange plan accordingly. Includes components relating to the relevance, usability, and quality of the knowledge to be transferred.</p>
<ul style="list-style-type: none"> Needs driven 	<p>Research is conducted in response to an identified need. Research messages should communicate to target stakeholders the gap in practice, knowledge or need the research is addressing.</p>
<ul style="list-style-type: none"> Knowledge is accessible 	<p>Research messages, knowledge and findings should be communicated in a way that is accessible to target stakeholders, using appropriate language and channels of communication.</p>
<ul style="list-style-type: none"> Multiple types of knowledge are valid 	<p>The model recognises that different types of research are valid and relevant, as long as the research messages, knowledge and/or findings are credible.</p>
<ul style="list-style-type: none"> Knowledge is credible 	<p>The process by which the knowledge has been created is rigorous, credible and trustworthy.</p>
<ul style="list-style-type: none"> Knowledge is actionable 	<p>The knowledge has implications for practice/change/development in the research/service/user setting.</p>
<p>Stakeholders</p>	<p>Stakeholders include palliative care researchers, palliative care service providers, academic institutions, health professionals- specialist and generalist, healthcare educators, policy makers, service users, family carers, condition focused organisations, agencies and citizens with an interest in palliative care.</p> <p>Researchers should identify appropriate stakeholders to be involved in knowledge transfer and exchange activities. This should include people on either and/or both sides of the exchange process.</p>
<ul style="list-style-type: none"> Involves multiple stakeholders 	<p>The model highlights the role of multiple groups in knowledge transfer and exchange.</p>
<ul style="list-style-type: none"> Knowledge producers 	<p>Researchers are identified as part of the process and must be involved in the dissemination process.</p>
<ul style="list-style-type: none"> Knowledge users (consumers) 	<p>Knowledge users are those who will act on the knowledge being communicated – the service providers (organisational and individual) and policy makers and other researchers.</p>
<ul style="list-style-type: none"> Knowledge beneficiaries 	<p>The people who will ultimately benefit from the knowledge, most commonly users of the services (includes people with life limiting conditions, their families and carers).</p>
<p>Process</p>	<p>Strategies for communication can include both traditional (peer reviewed journal, abstracts, posters, oral presentations at conferences, seminars, workshops etc.) and non-traditional (blogs, podcasts, open access web journals, infographics, leaflets) knowledge dissemination tools.</p> <p>Researchers should identify appropriate processes or strategies by which they will implement the transfer of knowledge and facilitate interactive exchange. This is a</p>

	'push-pull' process influenced by both researchers' actions and the needs of other stakeholders.
• Diverse activities	Knowledge transfer and exchange should involve a range of processes (activities) reflecting different contexts and stakeholders.
• Interactive exchange	Different types of knowledge, including personal knowledge, are relevant. The processes selected to support knowledge transfer and exchange should be dynamic, collaborative and facilitate interactive exchanges.
• Skilled facilitation	The process of knowledge transfer and exchange requires skilled assistance and support, including qualified and credible facilitators.
• Opinion leaders/champions	Key stakeholders can support credibility and trustworthiness when transferring research messages, knowledge and/or findings and should be involved in the processes selected when and where possible.
• Marketing knowledge	Research messages, knowledge and/or findings should be communicated in a that is appealing to target stakeholders and supports use.
• Targeted, timely activities	Research messages should be communicated in a timely and targeted fashion to meet the needs of the relevant stakeholders.
Local Context	Researchers must consider the influence of relevant local settings in which knowledge transfer and exchange will occur and the impact local contextual factors will have on selected processes. Can include organisational settings.
• Organisational influence	Organisations and leaders/managers are a key influence in the process of knowledge transfer and exchange.
• Organisational culture	Attitudes, knowledge, and values within an organisation are influential.
• Readiness is key	Readiness for knowledge and readiness for change is influential in knowledge transfer and exchange.
• Resourcing knowledge transfer and exchange	There is a need to resource the process of knowledge transfer and exchange for it to be effective.
Social, Cultural and Economic Context	Researchers should consider the impact and influence of wider social, cultural, and economic factors and plan knowledge transfer and exchange accordingly or adapt plans if necessary.
Efficacy (Evaluation)	Knowledge transfer and exchange plans must include clear objectives for planned activities and identify metrics to measure the outcome, response and impact of those activities.