Provincial Addiction & Mental Health

Date, Garamond, size 14

Program, project, initiative  
2 lines, Garamond, size 14

SIZE 52-72

TITLE, ARIAL,

Knowledge Translation  
Plan Template

for AMH Research

April 2022

Table of contents

[Purpose 4](#_Toc98332675)

[About Knowledge Translation 4](#_Toc98332676)

[Other KT resources 5](#_Toc98332677)

[Knowledge Translation Planning 5](#_Toc98332678)

[Knowledge Translation Plan Template 6](#_Toc98332679)

[Appendix A: KT Definitions 11](#_Toc98332680)

[Appendix B: KT Menu 12](#_Toc98332681)

[Appendix C: KT Timeline 14](#_Toc98332682)

Project team

|  |
| --- |
| **Project sponsor**  Rachel Carr, Acting Manager  Knowledge Exchange, Provincial Addiction and Mental Health |
| **Prepared by**  Cassandra Churchill, Knowledge Management Coordinator  Knowledge Exchange, Provincial Addiction and Mental Health |

Contact

Knowledge Exchange, Provincial Addiction and Mental Health

Alberta Health Services

[amh.knowledgeexchange@ahs.ca](mailto:amh.knowledgeexchange@ahs.ca)

© 2022 Alberta Health Services, Provincial Addiction & Mental Health – Knowledge Exchange.

cid:image001.png@01D6FF9E.56279A80

This work is licensed under the [Creative Commons Attribution-NonCommercial-NoDerivative 4.0 International licence](https://creativecommons.org/licenses/by-nc-nd/4.0/). You are free to copy and distribute the work (including in other media and formats) for non-commercial purposes, as long as you attribute the work to Alberta Health Services, do not adapt the work, and abide by the other licence terms. To view a copy of this licence, see <https://creativecommons.org/licenses/by-nc-nd/4.0/>. The licence does not apply to Alberta Health Services trademarks, logos or content for which Alberta Health Services is not the copyright owner.

This material is intended for general information only and is provided on an "as is", "where is" basis. Although reasonable efforts were made to confirm the accuracy of the information, Alberta Health Services does not make any representation or warranty, express, implied or statutory, as to the accuracy, reliability, completeness, applicability or fitness for a particular purpose of such information. This material is not a substitute for the advice of a qualified health professional. Alberta Health Services expressly disclaims all liability for the use of these materials, and for any claims, actions, demands or suits arising from such use.)

For citation purposes, use the following format:

Alberta Health Services. (2022). *Knowledge Translation Plan Template*. Edmonton, AB: Author.

# Purpose

This Knowledge Translation (KT) Plan Template provides a guide to move research into knowledge and practice for those in addiction and mental health (AMH). This includes defining KT goals, identifying key messages and targeting them to specific audiences, and identifying KT strategies and products.

# About Knowledge Translation

Getting knowledge into action is key to improving healthcare, but implementing change can be a challenging and multidimensional process. Knowledge translation (KT) involves the creation of knowledge or research, and its translation into changes in practice to improve healthcare.

There are several principles associated with KT:

* KT is necessary when new knowledge is generated
* KT is both an interactive and multi-directional exchange between knowledge producers, knowledge users, and policy makers
* A staggered approach to KT is more effective than a summative approach
* Active rather than passive KT strategies are more effective
* Multiple dissemination channels and formats are more effective than singular approaches
* Effective KT strategies include a rationale that clearly supports the project objectives
* Messages should be tailored to the audience
* Translation of findings involves presenting understandable, timely information/data in visually compelling formats using illustrations and anecdotes where appropriate
* KT strategies must be pre-tested to ensure appropriateness of content and user-friendliness
* KT strategies must be evaluated to measure the impact (Sudsawad, 2007)
* Knowledge producers must develop “chains of legitimacy” (Crew & Young, 2002) with users to engage in effective KT (i.e., develop networks that foster trust)

This document includes resources in Appendices A–C to assist with the template. Please review this information before completing the template.

## Other KT resources

View our other KT resources on our [Knowledge Translation and Implementation Science Resources](https://www.albertahealthservices.ca/info/Page11163.aspx) page

# Knowledge Translation Planning

This KT planning template guides users through stages of the KT planning process outlined in the figure below. Some aspects of the process are closely linked and should be planned together. Implementation and project evaluation are not covered in this document (grey boxes in the figure below), but our resources on these topics can be found here:

* [Implementation Science Theory, Models & Frameworks](https://www.albertahealthservices.ca/assets/info/amh/if-amh-ke-implementation-science-theories-models-frameworks.pdf)
* [Evaluation resources](https://www.albertahealthservices.ca/info/Page11178.aspx)

**Figure 1: KT planning process**

**Knowledge creation**

**KT  
goals**

**Target audience**

**Key messages**

**KT  
products**

**KT  
strategies**

**Facilitators**

**Barriers**

**Resources**

**Timeline**

**Assumptions**

**Implementation**

**Project evaluation**

**KT   
evaluation**

# Knowledge Translation Plan Template

Project:

Date:

|  |
| --- |
| Introduction |
| Knowledge creation  Describe the background knowledge generated to inform the project, including terminology, results, discussion, and conclusions. Define the innovation of interest. The knowledge base and innovation may be derived from literature searches, focus groups, surveys etc.  Ask yourself:   * What is the innovation? * What is the supporting information for this? * What process was undertaken to generate this knowledge? |
| Insert content here. |
| Project history  Describe the drivers of this work, key stakeholders, and funding. Indicate any preliminary work that has taken place, such as pilot studies. |
| Insert content here. |
| Knowledge translation  Define knowledge translation as it applies to your project. The literature and [Appendix](#_Appendix_A:_KT) A can provide examples. |
| Insert content here. |
| Goals and objectives of the KT plan |
| Describe the primary goals of knowledge translation for the project and why it is necessary, and outline specific objectives of the knowledge translation plan.  Ask yourself:   * What problem am I trying to address?   + For example: Improve mental health promotion and awareness for children |
| Insert content here. |
| Target audiences |
| List all of the target audiences for the information being shared. See [Appendix B](#_Appendix_B:_KT) for help.  Ask yourself:   * Who will be affected by this innovation?   + For example, policy makers, healthcare leadership, healthcare providers, patients * For each target audience, who are the agents of change that will help promote adoption? * Do I need to include any stakeholders from the “project history” section above? |
| Insert content here. |
| Key messages |
| Outline the information to be disseminated to each of the target audiences. See [Appendix B](#_Appendix_B:_KT) for help.  Ask yourself:   * What information or change must each target audience be made aware of? |
| Insert content here. |
| Strategies and products |
| General KT strategies and products  Describe general KT strategies for the project (for example, websites, webinars, meetings). See [Appendix B](#_Appendix_B:_KT) for help.  Ask yourself:   * What KT strategies are available? What strategies are most effective for my audience? * Do I need to consult with the target audience on potential strategies? * What KT products are needed to support these strategies?   + For example, presentation slides are needed in a webinar. An infographic or poster may be needed at a meeting or after a webinar.   For more information, see:   * [Knowledge Translation Strategies For Different Target Audiences](https://www.albertahealthservices.ca/assets/info/res/mhr/if-res-mhr-kt-strategies-for-different-audiences.pdf) |
| Insert content here. |
| Facilitators and barriers |
| Facilitators  List any facilitators for the knowledge translation plan (for example, champions, organizational support).  Ask yourself:   * How do these facilitators affect my KT strategy?   For more information, see:   * [Knowledge Translation: A Synopsis of the Literature](https://www.albertahealthservices.ca/assets/info/res/mhr/if-res-ke-kt-synopsis.pdf), section on facilitators |
| Insert content here. |
| Barriers  List any potential barriers to the knowledge translation plan (for example, organizational priorities, user buy-in).  Ask yourself:   * How do these barriers affect my KT strategy?   For more information, see:   * [Knowledge Translation: A Synopsis of the Literature](https://www.albertahealthservices.ca/assets/info/res/mhr/if-res-ke-kt-synopsis.pdf), section on barriers |
| Insert content here. |
| Resources |
| Identify any resources that are required to execute the knowledge translation plan (for example, fiscal or human resources). See [Appendix B](#_Appendix_B:_KT) for help.    Ask yourself:   * What resources do I need to support the selected KT strategies? * What resources do I need to create the selected KT products? |
| Insert content here. |
| Timeline |
| Establish a timeline for different phases of the project. See [Appendix C](#_Appendix_C:_KT) for help. |
| Insert content here. |
| Assumptions |
| Identify any assumptions in the knowledge translation plan (for example, support of government or policy makers) |
| Insert content here. |
| KT evaluation |
| If you choose to evaluate your knowledge translation approach, outline how you will define and evaluate the success of the knowledge translation activities.    Ask yourself:   * Is this required by the key stakeholders or funders identified in the “project history” section? * How will I know if the KT approach/activities are successful?   For more information, see:   * [Knowledge Translation Evaluation Planning Guide](https://www.albertahealthservices.ca/assets/info/amh/if-amh-ke-kt-evaluation-planning-guide.pdf) * Other [evaluation resources](https://www.albertahealthservices.ca/info/Page11178.aspx) |
| Insert content here. |
| References |
| Insert any references for the knowledge translation plan. |
| Insert content here. |
| Appendices |
| Additional information about knowledge translation is included in [Appendix A](#_Appendix_A:_KT).  Complete and attach the Knowledge Translation Menu ([Appendix B](#_Appendix_B:_KT)) and Timeline ([Appendix C](#_Appendix_C:_KT)). |

# Appendix A: KT Definitions

To define knowledge translation as it applies to your project, consider these resources:

Canadian Institutes for Health Research. (2016). *Knowledge Translation at CIHR*. Retrieved from <http://www.cihr-irsc.gc.ca/e/29418.html#1>

Graham, I. D., Logan, J., Harrison, M. B., Straus, S. E., Tetroe, J., Caswell, W., & Robinson, N. (2006). Lost in knowledge translation: time for a map? *The Journal of Continuing Education in the Health Professions*, *26*(1), 13–24. Retrieved from <https://doi.org/10.1002/chp.47>

Mental Health Commission of Canada. (2014). *Innovation to implementation: A practical guide to knowledge translation in healthcare*. Ottawa, ON: Author. Retrieved from <https://www.mentalhealthcommission.ca/sites/default/files/innovation_to_implementation_guide_eng_2016.pdf>

# Appendix B: KT Menu

This Menu helps tie together different elements of KT planning.

**Instructions:** Step 1: Consider your audiences and the key messages. Determine which messages are applicable to which audiences using the Message Matrix. Step 2: Each Message/Audience combination in Step 1 defines a task in the Task Table. For each task, determine the corresponding strategies, products, and resources.

**STEP 1**

**STEP 2**

**Task Table**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Task #** | **Details** | **Strategies** | **Products** | **Resources** |
| 1 | Message 1  Audience 1 |  |  |  |
| 2 |  |  |  |  |
| 3 |  |  |  |  |
| 4 |  |  |  |  |
| 5 |  |  |  |  |

**Products**

**What KT tools or products will you produce?**

**Audio/Visual**

PowerPoint presentation

Video

Audio recording

Photographs

Web (e.g., websites, wikis, podcast, blogs)

Infographic

Posters

**Written**

Meeting notes

Summary

Report

Academic article

Media campaign (e.g., news release, brochure, pamphlet, newsletter)

**Resources**

**What resources will you require for each task?**

**Personnel**

Design/layout

Knowledge broker

KT specialist

Public relations

Marketing

Writer/Editor

IT

**Consumables**

Printing

Mailing & postage

Media development

Publication fees

Travel & consultation

Video conferencing costs

Workshop/meeting costs

Web-related costs

**Strategies**

**Which implementation strategies will you use to reach your audience and deliver your message?**

**Most Effective**

Interactive education

Outreach education

Reminders

Audit & feedback

Multifaceted strategies

**Mixed Effects**

Opinion leaders

Champions

Educational materials

Substitution of tasks

Financial incentive

Peer-reviewed publication

Conferences

**Unknown Effects**

Press release

Patent publication

Arts based (e.g., theatre, digital storytelling)

Social media

Web-based activities (e.g., website, podcast, chatroom, Telehealth)

Communities of practice

Mass media campaign

**Messages**

**Audience**

**Who will your messages be targeting?**

**Healthcare**

Executives

Physicians

Pharmacists

Nurses

Service providers

Support workers

Volunteers

**Public**

Clients

Family

Public

Media

**Academia**

Researchers

Students

Research institutes

Program administrators

**Community**

Foundations

Not-for-profit organizations

**Industry**

Pharmaceuticals

Biotechnology

Medical devices

**Funders & Decision Makers**

Government

Policy makers

Funding agencies

**What are the messages you want to communicate?**

**Message 1**

Click here to enter text.

**Message 2**

Click here to enter text.

**Message 3**

Click here to enter text.

**Message Matrix**

**Which messages are applicable to which audience members?**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Audience 1 | Audience 2 | Audience 3 |
| Message 1 |  |  |  |
| Message 2 |  |  |  |
| Message 3 |  |  |  |

**Each Audience/Message pair defines a task**

A complete Message Matrix is included on the next page.

A complete Task Table is included on the next page*.*

Adapted from Barwick, M. [2008, 2013, 2019]. Knowledge translation planning template. Hospital for Sick Children, Toronto. http://www.melaniebarwick.com/KTTemplateFillable\_dl.php. Accessed Mar 16, 2022.

**Message Matrix**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Audience 1  e.g., Children in schools | Audience 2  e.g., Parents and teachers | Audience 3  Click here to enter text. | Audience 4  Click here to enter text. | Audience 5  Click here to enter text. |
| Message 1  e.g., Teach children about mental health and its relation to emotion |  |  |  |  |  |
| Message 2  e.g., It is important to promote positive mental health in children |  |  |  |  |  |
| Message 3  Click here to enter text. |  |  |  |  |  |
| Message 4  Click here to enter text. |  |  |  |  |  |
| Message 5  Click here to enter text. |  |  |  |  |  |

**Task Table**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Task #** | **Details** | **KT Strategies** | **Products** | **Resources** |
| 1 | Message 1  Audience 1 | Interactive workshop | PowerPoint presentation & interactive game | Workshop costs |
| 2 | Message 2  Audience 2 | Disseminate educational materials | Infographic & pamphlet | Printing, postage |
| 3 |  |  |  |  |
| 4 |  |  |  |  |
| 5 |  |  |  |  |
| 6 |  |  |  |  |
| 7 |  |  |  |  |
| 8 |  |  |  |  |
| 9 |  |  |  |  |

# Appendix C: KT Timeline

This Timeline helps you schedule your knowledge translation plan activities. Please complete the timeline based on your requirements.

**Instructions**: Add your tasks to the table. If needed, divide into smaller tasks. Enter the timeline in the “month” row. For each task, shade squares according to how long you estimate it will take.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | |  | **Timeline** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Task** | **Details &** | **Month** |  | | | |  | | | |  | | | |  | | | |  | | | |  | | | |  | | | |  | | | |
| **#** | **Description** | **Week** | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 1 | Message 1/Audience 1  e.g., Teach children about mental health and its relation to emotion  -Define mental health and emotion. Identify positive strategies for children to deal with their emotions.  -Produce slides for a PowerPoint presentation. Develop an interactive game. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2 |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3 |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4 |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5 |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6 |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7 |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8 |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9 |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |