How to Create an End-of-Grant KT Plan

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Introductions

- Name, occupation and area of research
- Have you used or are you currently using End-of-Grant KT?

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Objectives

- **Identify** target audience and key messages for your research findings

- **Decide** which strategy is appropriate for your research findings:
  - diffusion, dissemination, implementation

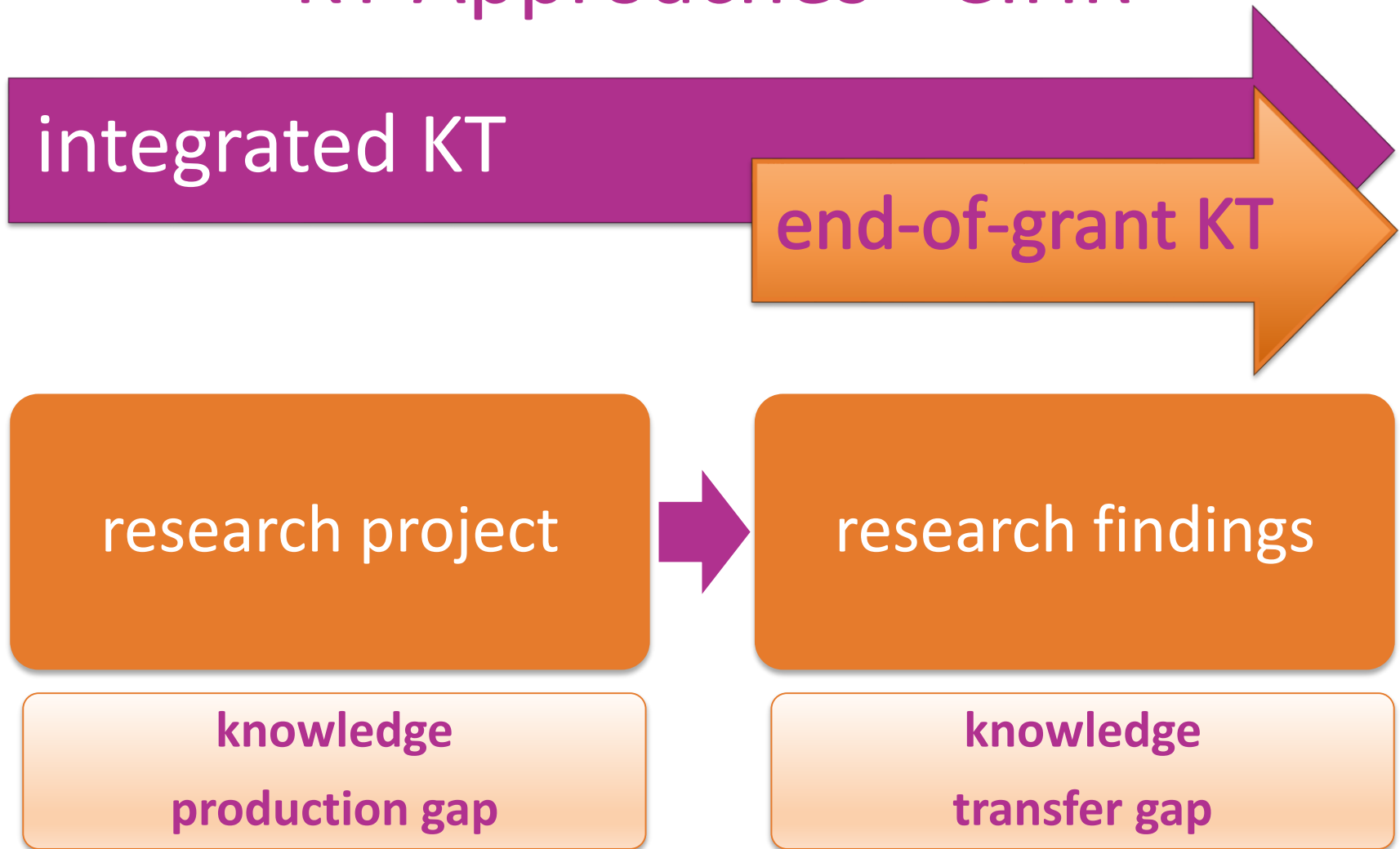- **Create** a draft end-of-grant KT plan for your research findings

Outline

- Overview of End-of-Grant KT
  - Example

- Case Studies

- Project Work

Review of KT

What we **know**	→	What we **do**
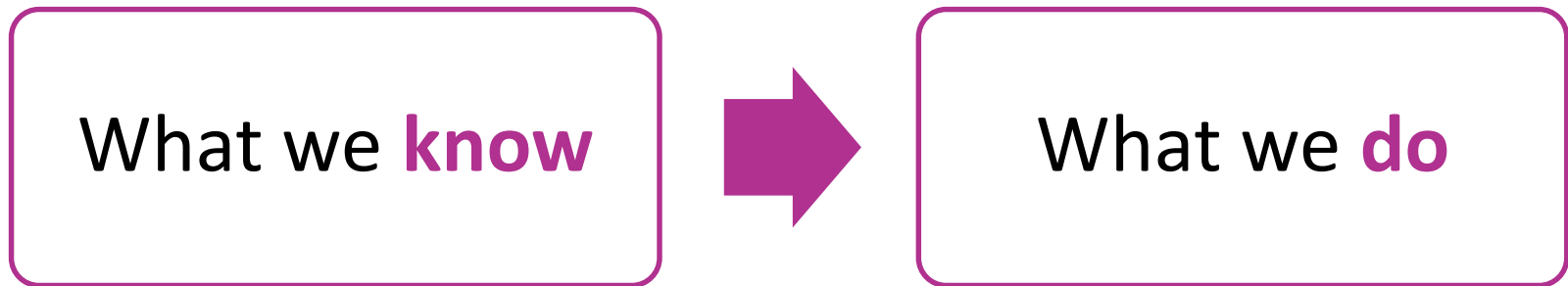
KT is an essential part of the research process crucial to taking research into action

(Straus et al., 2013, p. 4)

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KT Approaches - CIHR

integrated KT

end-of-grant KT

research project → research findings

knowledge production gap

knowledge transfer gap
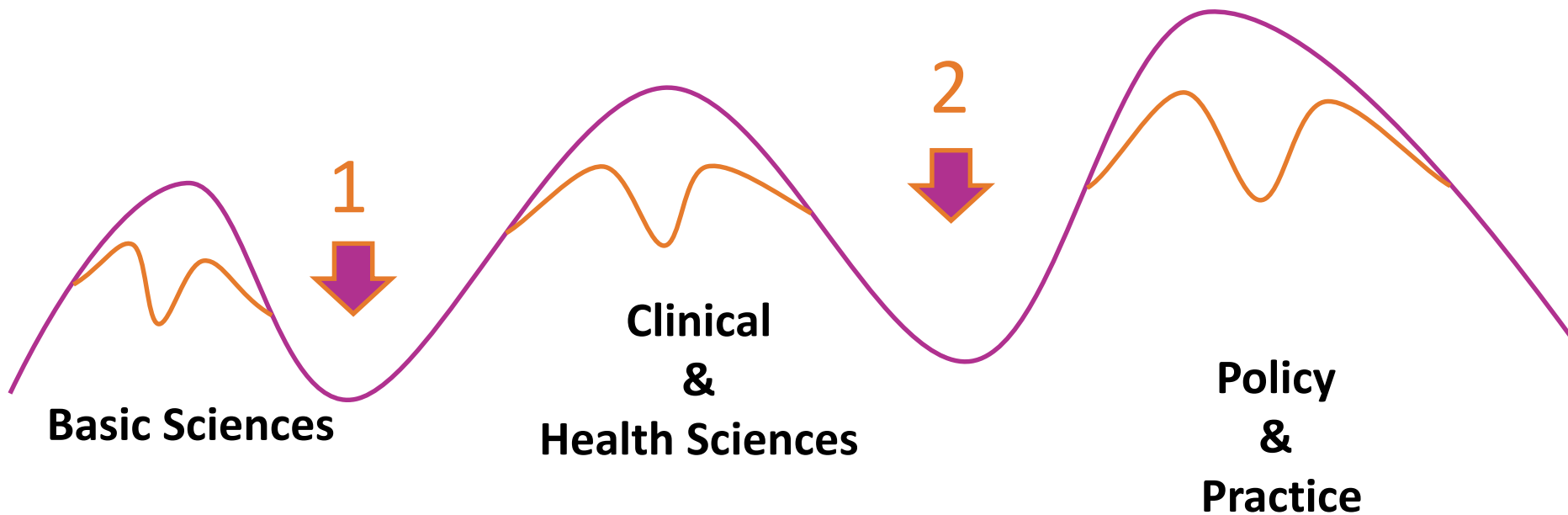
(Straus et al., 2013, p. 17-18)

All research proposals need an
End-of-Grant KT Plan

Why does an End-of-Grant KT Plan Matter?

Valleys of Death
knowledge gets left behind and dies…

1

2

Basic Sciences

**Clinical
&
Health Sciences**

**Policy
&
Practice**

Passive Diffusion takes 17 years for Translation

What can we do to speed up this process?

More Tailored

| Address specific audience needs (Dissemination) | What medium and message is more appropriate? Social media? → |

More Interactive

| Involve end user in change promotion (Implementation) | Who do you need to engage? Where and how? Educational materials? Training? → |

*What is the **most effective** way to share your research?*

Passive
Unplanned; peer driven "let it happen" or "find the information"

Targeted
Planned; targeted "help it happen" or "communicate information"

Active
Planned; systematic "make it happen" or "use information"

Diffusion → Dissemination → Implementation

Active

(Straus et al., 2013, p. 76-78)

Core Elements of KT Planning

Who	Why	What	How
• Knowledge User Audiences	• Goals • Awareness • Action	• Key messages	• Strategies • Resources • Expertise

Project Management and Evaluation

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Who is your Audience?

Who needs to know about your research and why?

Who could it be important to?

Who could be *impacted*: immediately/down the road?
- Researchers
- Clinicians
- Patients
- Public
- Policy makers

Broadly:
- Educators   – Patient Organizations   – Institutional Staff

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Audience

Real Example

Consider Example 1:
Predictive Genetic Testing in Inherited Cardiomyopathies

– Who is the target audience?

– Who needs to know about the research, why?

Would you add/change anything?

Example courtesy of Susan Christian

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Audience

Example 1: Audiences

3 Audiences

- Parents
- Cardiac genetic counsellors
  - Alberta
  - N. America
- Guideline committee

Audience

What is your Goal?

Why are you doing the research?

What would you like to see happen as a result of doing this research?

Generate Awareness AND/OR Promote Action

Goals must be appropriate

Goals

What do you want to *focus* on?

- Generating Awareness/Inform
  - Do you want people to know and be updated about something?

- Promoting Action
  - Do we want to use your results to promote change or influence decision making?

Goals

Look to Example 1

– What is the goal? Is it clear?

– Is there anything missing?

– What might you improve?

Goals

Example 1: Goals

2 Goals

– Generate Awareness
- Parents of children with HCM/ARVC

– Generate Awareness & Promote Action
- Cardiac genetic counsellors
  – Alberta
  – N. America
- Guideline committee and guideline development

Goals

What message needs to be shared?

What is it your audience needs to know?

– Based on what your research is exploring

BLAM	SMIT
– **B**ottom	– **S**ingle
– **L**ine	– **M**ost
– **A**ctionable	– **I**mportant
– **M**essage	– **T**hing

How might this change based on the audience?

– Is your message tailored for *each* audience member?

Who is the most credible messenger?

Message

Example 1: Key Message(s)

- What are the messages?

  - Are they clear? Specific?

  - What does she feel needs to be shared based on her research?

Message

Example 1: Key Messages

A Tailored Key Message for Each Audience

Parents

- *Understanding the best time to test your child*

Cardiac Genetic Counselors: AB and N. America

- *Creating consistent message and process on what age testing should be offered for at risk children*

Guideline Committee

- *Consider creating recommendations for when to test minors at risk*

Message

How will you share your results?

How will you share your results with each of your audiences?

What is effective in reaching them?

Strategy

What is your Strategy?

Diffusion

Presentations, publications, social media

– Leaves it to the Knowledge User to find it
– Assumes they know what to do

Dissemination

Policy briefing, clinical summary, media release

– Communication and tailoring to selected target audiences
– Engaging with end user for uptake
– Goal is to encourage use for decision-making and practice

Implementation

Recommendations, guideline and program changes

– Looks at systematic participation
– Uptake is supported through:
    – Identification of barriers
    – Ways to over come these

(Straus et al., 2013, p. 76-78)

Strategy

Back to Example 1

Consider the project

- What strategies may work best with each target audience?
- How can you reach your audiences?
- Are the tools the *right* tools to reach them?

Strategy

Example 1: Strategies

Parents

Dissemination
– Results summary: websites, present at SADS conference
– SADS Foundation, HCM Association, Facebook group

Cardiac Genetic Counselors

Diffusion
– *N. AM:* Publish in journal, present at conferences (NSGC and CAGC)

Dissemination
– *AB & N. AM:* Share results, decision aid, infographic: NSGC interest group

Application
– *AB:* Teleconference to decide consistent provincial program

Guideline Development Committee

Application
– Engage guideline committee: include predictive testing discussion

Strategy

What may act as Barriers/Facilitators?

What could help or hinder reaching your audience?

- What might you be missing?
- Are there particular barriers or facilitators for the selected strategies?
  - Accessibility, cost, feasibility?

Barriers/Facilitators

Barriers/Facilitators: Example 1

Barriers

– Potentially not enough Knowledge User engagement

– Lack of resources

– Lack of clarity for research outcomes
  • New/unexpected outcomes

Facilitators

– Population buy-in
– Provincial and international networks
– Identified a common knowledge gap
– Established infrastructure

Barriers/Facilitators

What Resources will you need?

What do you need to *realistically* achieve your goals?

People
- Staff
- Students
- Statisticians
- Clinicians

Space/Time

Equipment
- Testing
- Evaluation programs
- computers

Materials
- Pens
- Paper
- Phone line

Funding
- Personnel
- Conference
- Travel costs
- Students
- Statisticians
- Clinicians

What do you already have as a resource?

Resources

Example 1: Resources

Do they list what they'll need to reach their audience?
- Or realistically reach their goals?

What could possibly be needed to run this project/what do they already have?

Resources

Example 1: Resources

Graphic Designer

- funding, time, input on design and use

Teleconference

- phone service, people and materials (print, online) to invite participants

Conference Attendance

- Travel and accommodation costs

Additional resources to consider

- Office space, pens/paper, personnel, equipment: computers, transportation

Future resources

- Publication costs, manuscript prep time, software, social media (podcast/twitter)

Resources

Who may be a Resource?

Who might you need on your team to achieve your goals?

— Statisticians

— Knowledge Users

— Patient advisory committee/organizations

—Social media guru

— Students

— Post-Doctoral Fellows

Resources

Resources/Expertise: Example 1

Research Team

—Cardiac Genetic Counsellor

—Pediatric Cardiologists (Calgary and Edmonton)

—Molecular Geneticist

—Experts in children QoL and Physical Activity

Who may be missing?

Resources

How do you know it was effective?

How will you know if your KT goal(s)/plan were successful?

— Consider appropriate measures to evaluate your KT Plan

How can you assess the efficacy of the dissemination?

— Quantitative: Data and Metrics
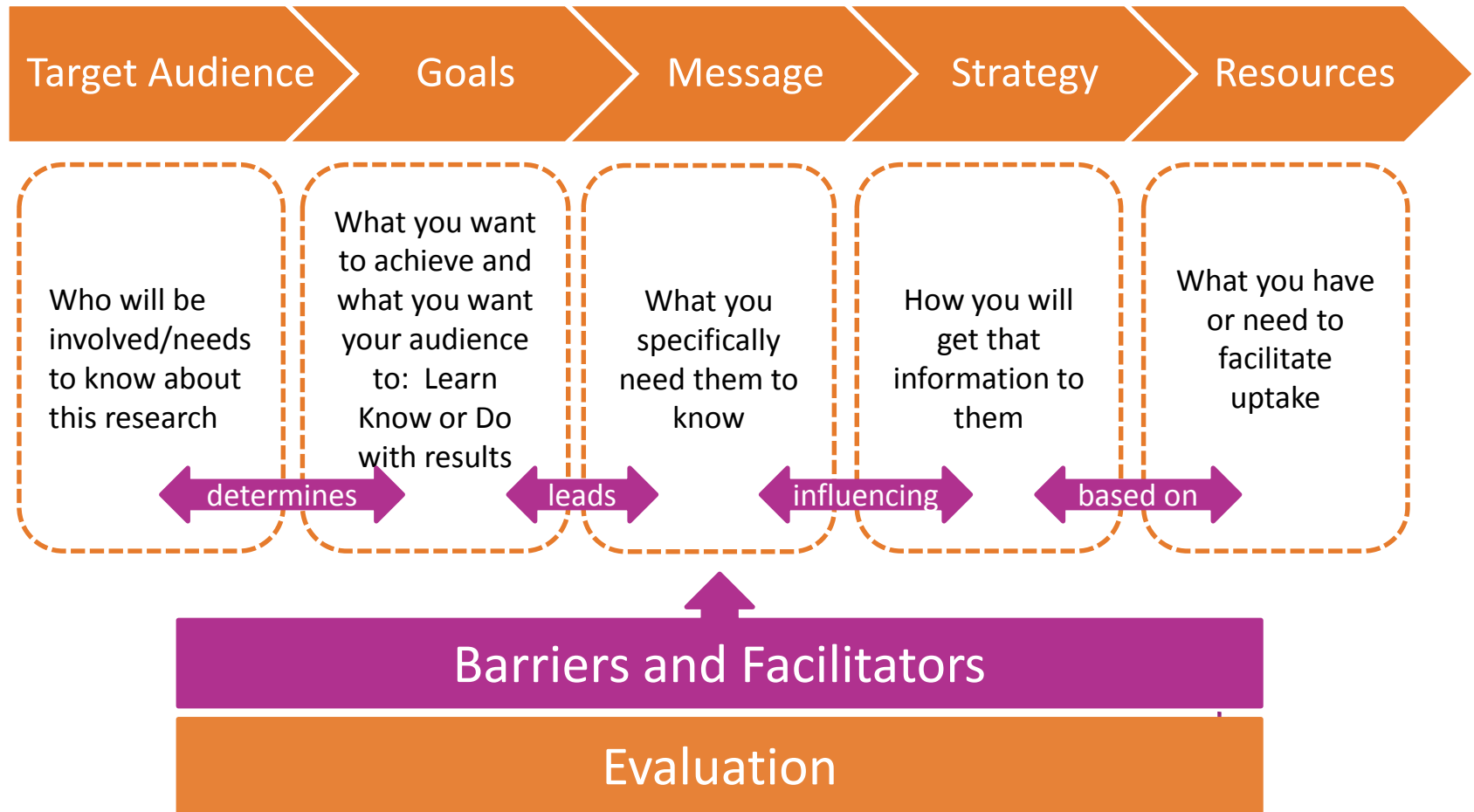— Qualitative: Narratives and Interviews

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Evaluation

Evaluating your Plan: Example 1

Who accessed the website (reach)?

– Downloads

– Views

Were the guidelines published?

End of Grant KT Planning

Target Audience	Goals	Message	Strategy	Resources
Who will be involved/needs to know about this research	What you want to achieve and what you want your audience to: Learn Know or Do with results	What you specifically need them to know	How you will get that information to them	What you have or need to facilitate uptake

determines — leads — influencing — based on

Barriers and Facilitators

Evaluation

Now it's your TURN!

Mock Case Study 1: CF & Mock Case Study 2: TB

- Identify the elements
- Fill in a blank table for the Mock Case Study you have

Some Questions to Consider

- What are some of the differences from Example 1?
- What might you change?

We will come back as a group in *20 minutes*

Mock Case Study 1: CF Background

Malfunctioning Gene

Genetic Illness: CF $\longrightarrow$

– Salinity
(Extracellular fluid)
– Mucus

= Chronic Lung Infections

Early Dx can help

Life Span

1,000's Impacted

No Cure

Study

Muxalin

New Drug

promising → ↓ **CF** Symptom Severity

Goal
– Use results of pilot to inform RCT
– Is the drug effective?

Methods
– No mention – presumably case control

Anticipated Results
↓
– Salinity
– Mucus

Inform Future RCT

Implement Market drug for public use

Report Back
Case Study 1

Strengths & Weaknesses

Strengths & Weaknesses

Case Study 1			
Strengths		**Weaknesses**	
Audience	We know who they are	*Audience*	We do not know why, or expectations/roles
Goals	Want to inform/ change; Want to diffuse, disseminate, apply	*Goals*	Lack clarity; We don't know what their overall goals are
Key Messages	----	*Key Messages*	What are they?
Strategies	Various for the audiences; partnership with company; clear idea of outcomes	*Strategies*	Don't address: how they'll engage end users; How these are the best strategies for their audiences
Resources	Identified some key players	*Resources*	May be missing some; lack clarity

"...input of our Knowledge Users will drive end user involvement, help inform research direction, and facilitate the end-of-grant activities with the communication strategies mentioned above"

Mock Case Study 2: TB Background

↑ — **Globalization**
— **Contact**

= ↑ **TB** **Outbreak & coinfection risk for all populations**
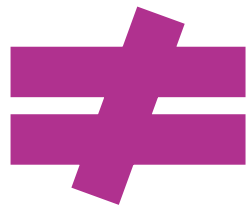
≠ — Uptake of guideline recommendations
— Implementation of program changes

What could encourage uptake?

Study

? Will using implementation model informed by end-users

↑ Guideline Use   ↓ **TB**   – Transmission

– Outbreak

Goal   – Develop usable model and increase uptake

Methods   – Collaborate with stakeholders

– Alberta and Canada TB Sites will be involved

Report Back
Case Study 2

Strengths & Weaknesses

Strengths & Weaknesses

Case Study 2			
Strengths		**Weaknesses**	
Audience	We know who they are; good that they are involved	*Audience*	Do not know why research relevant; roles; missing some/some may be resources
Goals	We know overall goal	*Goals*	Not clear or tailored per audience and strategies
Key Messages	----	*Key Messages*	Not included
Strategies	Identified possible model; avenues to diffuse information	*Strategies*	Not enough detail: how they will engage; share results with end users; are they practical?
Resources	Identified multiple stakeholders who could be involved	*Resources*	Not very clear why/how they will be involved

What we would like to see

Detail

- *Who* the audience is,
- *Why* you want to engage with them and,
- *What* message you want to share

SMART Approach

Identify

- Importance of research for your knowledge users
- *What* you intend to do with the results

Clarity

- Plan lay out follows each element for a goal/audience at a time
  - Goal/Audience 1: Key messages, strategies, etc.
  - Goal/Audience 2: Key messages, strategies, etc

Try an End-of-Grant Plan for Your Project

Let us know if you do not have a project

(We have one for you!)

We will return in *25 minutes*

Practical Pointers

A break from all of the thinking!

Take Aways

Keep it *flexible*

- It is an iterative, living document

Use 'Common Sense' KT:

- Research results and strategies should appropriately (tailored) match knowledge users
- Applying single study results is usually not appropriate
  - Single Studies: Focus on dissemination over implementation
  - Synthesized evidence (multiple studies): forms basis for implementation efforts

Practice change is a more in-depth process

- implementation stage, may be a future goal

Objectives - recap

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Resources

– KT Alberta Community of Practice: KTAlberta.ca

– Chapter 5. In, Knowledge Translation in Health Care. Eds. Straus SE, Tetroe J, Graham ID. Oxford: Wiley/Blackwell, 2013

– Glasgow RE, Vogt TM, Boles SM. Evaluating the public health impact of health promotion interventions: the RE-AIM framework. *American journal of public health*. 1999 Sep; 89(9):1322-7

– CIHR website:
   http://www.cihr-irsc.gc.ca/e/41594.html

– KT Canada Seminar Series: KT Canada listserv

Comments? Questions?

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