



## Canadian Knowledge Mobilization Forum 2020

### *Program and Abstracts*

The following are abstracts from presentations at the Canadian Knowledge Mobilization Forum 2020.

#### **[PDR 1.1] Professional Development Roundtable: KT Partnerships**

This professional development roundtable brings together two presentations.

##### *Knowledge Exchange through Documentary Media: A Cross-Sector Community of Practice Approach* (Paul De Decker)

In this session I introduce and discuss a process of knowledge-mobilization, -creation and -exchange using cross-sector, documentary media created in partnership with DOCTalks Inc. a not-for-profit based in Fredericton, NB. Attendees will learn about how to develop documentary media communities of practice and are invited to discuss factors that might promote some, but inhibit other, faculty researchers from getting involved with knowledge-mobilization activities; how faculty might engage with other sectors to produce knowledge-based documentary media content instead of doing it alone; and how to develop and employ collaborative practices that bridge cross-sector and institutional boundaries.

##### *Knowledge Mobilization in Rural Regional Contexts - Practices and Emerging Lessons from the Thriving Regions Partnership Process in Newfoundland* (Christopher Paterson, Bojan Furst)

Evolving from over 10 years of experience with facilitating regional dialogues across the province, in 2017 the Harris Centre at Memorial University of Newfoundland initiated the Thriving Regions Partnership Process. TRPP provides an opportunity for Memorial University to promote thriving social and economic regions and develop sustained relationships with people in the region through research and engagement. In this interactive session, Harris Centre's TRPP team members will (a) describe the TRPP approach, (b) highlight specific practices supporting TRPP's knowledge mobilization goals, and (c) share an initial set of emerging lessons from the work taking place primarily in rural regions to date. Participants will be invited to share their experiences of "effective KMB practice" and reflect both individually and in small groups on potential applications/adaptations of the TRPP process to their work.

#### **[PD 1.2] Building the path as you're walking it: Sharing knowledge inside in organization during times of change** Kate Wetherow

What do you do when the way it's always been done doesn't cut it anymore, and the path forward isn't so clear? Discover how a 100 year old organization that provides essential services for Canada's 100,000 doctors is undergoing a significant change to better equip their staff on a new and exciting path. In changing our technology from the ground up, we are on a journey to re-think, re-imagine and innovate the way we deliver services.

How do you scale up knowledge sharing for 450 employees? Mobilize your greatest resource –the people. We all bring the experience and expertise needed to make positive change and share knowledge. To enable learning means working with staff from across the organization. They do not have to be people leaders or leaders in their field. Every employee can make a meaningful contribution.

Learn about this approach to business transformation from a Change Team perspective -- a hybrid method of change leadership and organizational learning. Hear stories about staff finding new talent and skill to share their knowledge. See photos and videos of change and learning in action. Find out about tools such as learning hubs and peer-based support systems, such as the Change Champion Network.

Equip staff to be better knowledge mobilizers. Build the path as you walk it.

### **[PD 1.3] Disinformation: It's partly OUR fault!**

Sylviane Duval

The general public is susceptible to disinformation. This is not news. A great deal stems from a lack of science literacy—but experts aren't blame-free. This talk will highlight a few bloopers that government, media and academia pushed into the public realm before taking a last look, and how those bloopers evolved to affect public perception of science. It will provide tips on how to strengthen content so it doesn't become a target for disinformation.

### **[PD 1.4] Quel impact avons-nous? Développement d'un cadre de référence pour l'évaluation des stratégies de transfert des connaissances**

Esther Mc Sween-Cadieux, Saliha Ziam, Mathieu-Joel Gervais

Depuis plusieurs années déjà, les organisations engagées dans des activités de transfert des connaissances (TC) cherchent le moyen de mesurer les retombées des stratégies qu'elles déploient. Autrement dit, elles veulent pouvoir déterminer si leurs efforts de transfert des connaissances permettent d'optimiser l'utilisation des connaissances, et par conséquent, s'ils en valent le coup. L'évaluation des effets des stratégies de transfert de connaissances sur l'utilisation est donc une préoccupation importante des organisations, mais bien souvent, elles ne disposent pas des outils pour le faire.

Dans cet atelier, nous proposons donc d'aborder les principaux enjeux de l'évaluation des stratégies de TC et de vous présenter un cadre conceptuel préliminaire pour vous aider à rendre visibles les

retombées du TC. Cet atelier sera également utile pour consulter les professionnels en mobilisation sur leurs besoins en ce qui concerne l'évaluation des stratégies de TC.

### **[PDR 2.1] Professional Development Roundtable: Unique Communications**

This presentation brings together two presentations discussing the topic of Unique Communications in KMb.

*Science tells us how to create easy-to-process and usable information* (Cheryl Stephens)

Research shows the less work audiences need to put into reading, the more they will find sources credible, and the better they will connect with the messages. Readers balance effort required with information gained to decide if your message is credible and trustworthy. In this interactive webinar, you will learn the most up-to-date techniques, drawn from neuroscience and cognitive psychology, to: simplify your writing and make it accessible engage readers and make reading pleasant get your message across effectively ensure retention of key information

*Sharing environmental communications with park visitors: Digital best practice* (Jill Bueddefeld, Elizabeth Halpenny, Clara-Jane Blye)

Our presentation will relay experiences gained this summer related to our efforts to communicate environmentally-friendly visitor behaviour tips to national park visitors. Our efforts, impacted in part by COVID-19 travel restrictions, necessitated experimentation with different modes of message delivery. The lessons we learned can inform other communicators efforts to reach audiences in efficient, effective and adaptive ways. Specifically, we will present examples: (a) how we used Biteable and related platforms to craft and deliver short, visual, audience tailored messages, and (b) how we used different channels of distribution (e.g., social media platforms and websites like Reddit) to distribute video and e-posters. We will reflect on the challenges of our communications and research efforts this summer, and on the important role of adaptation when it comes to effective communications.

### **[PD 2.2] Extending Dissemination toward Implementation: An Introduction to the Implementation Game Method for Implementation Planning**

Melanie Barwick

KMb practitioners typically support the dissemination of evidence. Increasingly, however, KMb practitioners are well positioned to facilitate or scaffold the implementation of new evidence-based innovations.

The evidence-base in implementation science may be unwieldy to process; there is a wealth of literature and it's difficult to know how to bring it together and apply it pragmatically.

**The Implementation Game®** is a new simulation tool that supports implementation planning. It is based on a simplified methodology that incorporates several implementation models and frameworks to ensure evidence-informed implementation planning through coverage of five core elements: the

implementation team, process, factors, strategies, and outcomes.

Participants will be introduced to The Implementation Game and underlying method through didactic and experiential learning.

The learning objective of this professional development opportunity is to provide KMb practitioners with a methodology to support implementation of evidence. KMb practitioners who do not provide implementation consultation will be better informed about what effective implementation of disseminated evidence requires, and KMb practitioners who support active implementation will have a new resource to support their work. In both instances, improved knowledge of implementation science for practical application will support KT work.

**[PD 2.3] Solutions for sustainability: Cutting edge approaches to effectively plan for sustainability**

Julia Moore, Sobhia Khan

Are you ready to set your team up for sustainability success? Sustainability remains one of the most challenging aspects of knowledge mobilization (KMb). Delivered by the Center for Implementation, this interactive deep dive workshop is designed to help you understand and better plan for sustainability. The session is interactive, practical and applicable so that you can directly use the content in your work. The workshop will include two presentations, two interactive group activities, and a sustainability planning workbook that you can bring back to your organization and projects.

**[PD 2.4] SPARKing Change through Knowledge Translation: Thoughtfully engaging Actors and Agents of Change**

Alexa Bol, Susan Hutchinson

The Innovation to Implementation (I2I) framework used by the Mental Health Commission of Canada to develop knowledge translation plans puts an emphasis on the effective engagement of “Actors” and “Agents of Change”. Intentional stakeholder engagement is the key to effective knowledge translation. This workshop will give a brief overview of the I2I framework as a tool to support a knowledge translation plan. We will then focus in on identifying “Actors” and “Agents of Change” as a fundamental element of developing a knowledge translation plan and the thought process behind effective stakeholder engagement for knowledge translation.

**[PD 2.5] Data Visualization Toolkit**

Julia Krolik

This Data Visualization Toolkit builds a use-case for data visualization by defining its role in internal and external communication and highlighting several award winning and diverse examples. This is followed by a brief overview of data visualization tools and chart types. Optimal data visualization uses will be discussed in the context of intended target audiences, visual engagement, interactivity and ease of

implementation within an organizational framework. Finally, the session will end with an interactive component where all participants will create a chart using Google Sheets.

**[PDR 3.1] Moving from research to the real world: Innovative approaches to developing the competencies required to build process models and tools that support implementation**

Susan Brown, Julia Moore Genevieve Creighton

Moving from research to the real world can be a daunting task - using theories, models and frameworks to guide our knowledge mobilization (KMb) practice can help, but it's not always clear how to do it. During this session, you will learn about a unique assessment and learning tool that will help you develop the competencies required to bring KMb to life. You will also learn about how one organization has combined and operationalized two commonly-used process models in order to support their implementation efforts.

**[PD 3.2] Planning Community Engagement with Indigenous Communities: A Research Resource for Non-Indigenous Researchers**

David Phipps, Michael Johnny

In 2017 the Indigenous Council at York University released the Indigenous Framework that included the recommendation, “Facilitate research that is relevant to Indigenous and respects Indigenous approaches to knowledge and learning”. The Indigenous Framework embraced faculty and students but was silent on the roles of professional staff. Non-Indigenous staff in the Office of VP Research & Innovation, guided by the Indigenous Council, developed an innovative 5-part series at York University, “Decolonizing Research Administration”. In response to a specific recommendation from Indigenous faculty, we subsequently developed a guide and tool to help non-Indigenous faculty members forge meaningful research relationships with Indigenous communities. This, in turn, will help support more authentic engagement, research, communications and knowledge mobilization.

We will share the tool with participants. We will present the background and steps of the development of this tool and welcome questions and constructive feedback. In our scan across Canadian universities, we have found many resource lists but no tool that prompts a non-Indigenous researcher to think through the many stages of understanding before reaching out to an Indigenous community. As research administrators and knowledge brokers, it is our assumption that we have created a resource which can help build better relationships between researchers and community in an Indigenous context as well as help facilitate effective knowledge mobilization by positioning the planning early in the research cycle.

**[PD 3.3] Exploring critical knowledge mobilization in networks**

Dorina Simeonov, Karen Kobayashi, Amanda Grenier

AGE-WELL's knowledge mobilization (KM) team will introduce the concept of critical KM and findings from a research study that explored KM in large teams within Canada's technology and aging network. The workshop will use four evidence-based case studies to explore collaborative forms of KM. Participants will learn about KM in a network setting and discover innovative strategies to address some of the barriers to KM work in large teams.

#### **[PD 3.4] Social Media 101**

Zannat Reza

It's 2020. Every knowledge mobilizer needs to use social media to amplify your work. Social media can establish your position as a thought leader, and expand your reach globally. This workshop covers the basics of crafting a social media strategy. Learn about to create and manage an editorial calendar. Get an overview of Twitter, Facebook, LinkedIn and Instagram, and get tips on how to tailor content for each platform.

#### **[CR 1.1] Active Engagement of Canadian Research Institutions will Foster the Future of Knowledge Mobilization**

Stephen MacGregor, David Phipps, Cathy Malcom Edwards, Virginie Portes, Jen Kyffin

Drawing on examples from Research Impact Canada, this roundtable will focus on how research institutions can foster the future of KMB, with specific attention to the Canadian research enterprise. Starting with an examination of institutional roles and functions, this roundtable will engage participants in the sharing and discussion of ideas about how funders, research institutions, and researchers can optimally position themselves in the future of KMB. Three calls to action for these stakeholder groups will serve as the catalysts for our roundtable: (1) Establishing a funding program to support the development of KMB capacity across Canada; (2) Promoting, through various funding programs, that excellence in scholarship is a multi-faceted construct captured by both traditional academic measures of excellence as well as measures that recognize KMB efforts; (3) Requiring research institutions to support the development and implementation of KMB strategies in grant applications.

#### **[CR 1.2] A Life of Their Own: Negotiating the Evolution of Knowledge Translation Products with Community Partners**

Karen Gallant, Debbie Bauld, Fenton Litwiller, Barbara Hamilton-Hinch, Catherine M. White, Susan Hutchinson

Drawing on our collective experiences negotiating the ongoing evolution of knowledge translation (KT) products associated with the Recreation for Mental Health (R4MH) project, this catalyst roundtable session will invite discussion related to the challenges of maintaining scholarship-informed KT once a funded research project is complete. As we introduce the R4MH project and its various KT products, we will highlight the successes and challenges we encountered when each of these products were adopted, used, and sometimes adapted over time by community partners and others. We will draw on the

collective knowledge of attendees to consider the allocation of responsibility for the ongoing evolution of KT products, how to engage research teams meaningfully in contributing to the evolution of KT products (although they may no longer be invested in the research project itself), and how to be responsive to new knowledge in the evolution of KT products.

### **[CR 1.3] Developing Capacity for Knowledge Mobilization**

This catalyst roundtable brings together two presentations.

*Développer une stratégie institutionnelle de mobilisation des connaissances bilingue : leçons tirées de l'expérience de l'Université d'Ottawa* (Marie-Eve Girard)

*History will teach us something: what can we learn from 10 years of KMB in Quebec* (Luc Dancause)

The goal of this catalyst roundtable is to share and facilitate a discussion on knowledge mobilization capacity building. The two panellists will share their understanding and experience of what it takes to do knowledge mobilization in terms of skills and institutional capacity and discuss the conditions that facilitate or hinder the development of such skills and institutional capacity. Participants will be encouraged to reflect on the differences between knowledge mobilization in the academic setting compared to other settings and the conditions that facilitate or hinder knowledge mobilization capacity in their own setting.

### **[CR 1.4] Brokering Multi-Sector Partnerships**

This catalyst roundtable brings together presenters from the National Collaborating Centre for Infectious Diseases (NCCID) and Parachute to explore and discuss themes around brokering multi-sector partnerships.

*Brokering Good Business Partners in Public Health* (Shivoan Balakumar, Harpa Isfeld-Kiely)

In this session, presenters from the National Collaborating Centre for Infectious Diseases (NCCID) will explore the realities of collaborating with the private sector in the field of public health, and the role of knowledge brokers in cultivating productive and ethical partnerships with private industry. NCCID's ongoing pilot projects, which explore opportunities to utilize innovative private industry information technologies and services to support public health planning, will be presented to stimulate discussion.

*Multi-sector Partnerships: Welcoming new perspectives through outside-the-box collaboration*  
(Stephanie Cowle)

Parachute is a national injury prevention charity that advocates for evidence-based interventions to prevent the leading causes of serious injuries and injury-related deaths in Canada. To address complex issues, strengthen advocacy and leverage resources, Parachute is exploring strategic partnerships through the identification of shared risk and protective factors and framing of issues in new ways that open up opportunities to acknowledge the intersectionality of health outcomes. This presentation will highlight the steps Parachute is taking to seek outside-the-box partnerships and provide examples of

successes to-date. It will catalyze discussion about how partnership opportunities are being reimagined and the benefits of doing so.

### **[CR 1.5] Case Studies in Dissemination**

This roundtable will bring together three unique case studies in the dissemination of knowledge. You will hear from the following three presenters:

*Eczema mindlines: creating a virtual community to share knowledge across lay-practitioner-researcher* (Fiona Cowdel)

We have used innovative knowledge mobilisation (KMb) techniques to share knowledge across lay-practitioner-researcher boundaries. Our aim was to create a virtual community in one postcode district in the UK to amend atopic eczema mindlines to improve self-management practices and consultation experiences in primary care.

Mindlines are 'collectively reinforced, internalised tacit guidelines' which take into account the local context and the existence of multiple realities. Most research has focused on practitioner mindlines, but studies in eczema conclude that lay people also have mindlines that influence their treatment actions.

Atopic eczema is a long-term relapsing skin condition. It can cause untold suffering both physical and psychological, and can have a detrimental impact on quality of life for individuals and their family. Eczema has a high self-management demand requiring regular application of topical preparations.

We used co-creation workshops to develop KMb strategies. The group developed five key messages that, if shared widely and consistently, are likely to improve eczema care. We used the principles of social marketing to share knowledge in, for example, storytelling, instant consultations and bespoke teaching in schools, places of worship, community venues, health care practices and shopping centres. We also have an online presence.

*Diversity Dialogue: Sharing Research Stories Beyond the Library* (Gurneet Dhami)

Writing a thesis is only half of the education journey of a graduate student. The other half is participating in interactions with peers and professionals in the academic realm. As a racialized dietetic student, I have found it valuable to connect with mentors, academics, community leaders and entrepreneurs from multidisciplinary backgrounds to build my knowledge base in the field of dietetics. Venturing outside the profession brings insight on how others view your expertise is key to knowledge translation. During COVID-19, I have been hosting Instagram lives called Thesis Tales. Through Thesis Tales, I had the opportunity to help other academics in my community share stories about their professional journeys through social media. If COVID19 has taught us anything it is that the future of knowledge mobilization is social media. It is a skill we need to harness, in finding innovative ways to share knowledge the audience when bringing classroom and conference experiences to their screens. Through a catalyst roundtable discussion with new talent graduates and researchers I will share my lived experience as a student on how I develop connections from research to practice.

*How I engaged stakeholders in Preventing Negative Psychological Effects in Locomotive Engineers and*



*Train Conductors following a critical incident: A dissemination strategy and evaluation* (Marie-Hélène Poirier)

Locomotive engineers and train conductors experience an average of four critical incidents. Such incidents may result in serious injuries or even fatalities, in addition to causing mental health problems for the locomotive engineers and train conductors involved.

More than 15% of these employees experience more severe problems, including depression, acute stress or post-traumatic stress disorder, or anxiety disorders related to the event.

This short presentation outlines the dissemination strategies used to publicize the results of an IRSST funded research project on preventing negative psychological effects in locomotive in engineers and train conductors and share the results of the evaluation of the dissemination process.

The dissemination strategies were intended to raise awareness on the impact of critical incidents on locomotive engineers and train conductors. The target audience included the managers in railway companies and the professionals responsible for managing critical incidents and providing employee support.

### **[CR 2.1] Are CoPs worth it? Stories from the inside**

Kate Wetherow, Anne Bergen, Michael Johnny, Travis Sztainert, Sue Cragg

Hailing from diverse sectors with different expertise, one thing we all share is a plethora of experience hosting, coordinating and/or participating in Communities of Practice (CoPs). While the nature of these CoPs differs, we each have unique stories to share highlighting our experiences and roles within them. This catalyst roundtable is designed to give participants an 'insider look' at the workings of different CoPs. While they may look cohesive and structured from the outside, these stories will reveal the chaos and serendipity that can exist within CoPs. CoPs exist in a constant state of flux and navigating both the highs and lows of a CoP requires tact, insight and determination. By sharing our stories, we hope to inspire the next generation of brokers that (despite the effort) CoP are valuable and essential. Indeed, CoPs are one of the best methods for networking and the sharing of tacit (and explicit) knowledge.

### **[CR 2.2] Approaches to KM in the NCE and CCI tri-council funding programs**

Stewart Fast, Rodrigo Menafra, Christine Chambers, Jeff Taylor

This session showcases the KM approaches of three entities funded under the Networks of Centres of Excellence (NCE) and College and Community Innovation (CCI) programs. We aim to explore and discuss how funding program objectives and rules influence knowledge mobilization efforts.

### **[CR 2.3] Canadian and International Perspectives on Research Impact**

Joann Cattlin, Wade Kelly, David Phipps, Stephen MacGregor

This session will bring together Canadian and International Perspectives on Research Impact. You will hear insights on how two Australian universities are developing their institutional approach to research impact, the influence of Canadian practices and professional networks.

## **[CR 2.4] Knowledge Brokering Models and Frameworks**

This session brings together presenters to discuss knowledge brokering models and frameworks.

### *Connecting Policymakers to Evidence (Ann Williams Outlaw)*

The team of Knowledge Brokers at the Canadian Centre on Substance Use and Addiction (CCSA) recently refreshed the organization's knowledge mobilization (KMb) approach. The refresh includes development of a menu of KMb options, and a set of guiding questions to help select the most appropriate option for a project. The focus of this roundtable will be to demonstrate CCSA's organizational approach, illustrate it with some examples, and invite conversation about balancing a clearly articulated framework with the need for flexibility in KMb.

### *Where to next? Refreshing an organizational approach to knowledge mobilization (Bryce Barker, Doris Payer)*

The Center on Knowledge Translation for Disability and Rehabilitation Research serves as the main knowledge translation (KT) resource for grantees of the National Institute on Disability, Independent Living, and Rehabilitation Research (NIDILRR), KTDRR's own funding agency. As a part of KTDRR's mission to make it easier to find, understand, and use research to make a positive impact on people with disabilities, KTDRR promotes the utilization of NIDILRR-funded research among disability advocates. Using a knowledge brokering model, KTDRR has developed a searchable Policy Portal of consumer-oriented organizations so that NIDILRR-grantees are able to connect with these organizations and promote their relevant research findings to advocates and policymakers. This roundtable presentation will focus on the development of the Policy Portal with stakeholders, process for connecting policymakers to evidence, and results from two years of this activity.

## **[CR 2.5] Institutional Systems and Structures**

This catalyst roundtable brings together the following presentations:

Developing institutional structures for knowledge mobilization: Considering spaces, sources, and supports (Lupin Battersby, Alison Moore, Valorie Crooks)

What makes a learning system for health and social care? (Karen Ritchie)

In this roundtable we explore developing structures for knowledge mobilization in two different institutional systems, a university and in health and social care. First, we will explore developing a knowledge mobilization hub at Simon Fraser University, exploring consideration for spaces, sources, and supports. We will discuss questions space in the context of remote working, of the future roles of institutional libraries, and how to assess the value and impact of knowledge mobilization supports. Next, will consider the delivery of safe, effective, person centred care and how a systems approach must be developed to maximise knowledge use. The structures, processes and culture change that are required to mobilize knowledge from research, experience and practice to develop into 'learning systems' will be explored.

### **[CR 2.6] KMb Innovation to Practice**

This roundtable showcases two unique examples of knowledge mobilization innovation into practice.

#### *Visual Design for Full-stream Knowledge Mobilization: A Case Study (Peter Stoyko)*

Information design is about orchestrating words and visuals (plus motion, sound, and interaction) into clear, engaging materials. Full-stream knowledge mobilization is about making ideas more practical across each stage of development: (a.) sharpening conceptual thinking during research formulation; (b.) making ideas easier to spread within professional community networks; (c.) making advice more relevant and compelling for policy-makers; and (d.) turning advice into useful tools that can be integrated into practitioner workflows. The proposed presentation would discuss a case study about stress management and high-pressure decision-making. Upstream, visual techniques were used to make a complicated scientific model less abstract, more relatable. The model is about the psycho-physiology of stress management. Midstream, the model becomes an animated teaching tool for use in both classroom and clinical settings. Downstream, an easy-to-grasp visual framework was developed to help police de-escalate violent encounters. That last framework was developed within a participatory process that defused conflict by preventing undue politicization of the science with adherence to sound information-design practices.

#### *Quelle place pour l'intelligence artificielle en transfert de connaissances ? (Marc-Olivier Schüle)*

L'intelligence artificielle (IA) a, dans les dernières années, révolutionné de nombreux domaines (médecine, éducation, etc.). Comment influence-t-elle le transfert de connaissance? Est-ce une bonne chose ? Y a-t-il des risques ? Quels sont les enjeux éthiques? Voici nos sujets de discussion en nous basant sur des exemples concrets (notamment liés au COVID).

### **[CR 3.1] Using Knowledge Mobilization (KMb) to create a culture of innovation among researchers, clinicians, and innovators in geriatric rehabilitation**

Shusmita Rashid, Sylvia Davidson, Rosanne Aleong, Jordan Lass

The session chair (Rosanne Aleong) will moderate a discussion to elicit perspectives and key learnings from a clinician (Sylvia Davidson), a researcher (Jordan Lass) and a Knowledge Mobilization Specialist (Shusmita Rashid) to share their perspectives on :

- how they used KMb best practices to implement and evaluate the innovation
- the challenges and opportunities to integrating innovation, clinical and research teams in the KMb process, and
- recommendations to inform future KMb efforts to enhance the spread and scale of innovation.

To encourage meaningful exchange among presenters and participants, we will apply design principles of the World Café methodology to encourage dialogue and discussion on how to create a culture of innovation. Following the moderated discussion, participants will be asked compelling questions to reflect on and share their own experiences with integrating interprofessional teams as part of KMb efforts.

By the end of the session, participants will have an opportunity to actively learn and apply skills by connecting the diverse perspectives of both presenters and participants, and summarizing collective discoveries and KMB tips/takeaways.

**[CR 3.2] Multi-institutional system change for interdisciplinary practice and knowledge mobilization: A call to action**

Krista Ritchie, Ana Sjaus, Sara King, Jodene Dunleavy, Janet Curran

Complex problems in public education and healthcare can be informed by research and applicability of research findings improves when researchers work closely with those writing policy and on the front lines. Through the lens of distributed cognition, this interdisciplinary team will share stories that exemplify how working closely together is required for effective knowledge mobilization. The team will then outline the systems-changes needed to allow people from multiple institutions to engage meaningfully in affordable and sustainable collaboration. We need to move from a model of multiple institutions to one of interinstitutional policy and practice that permits those doing interdisciplinary knowledge mobilization work to move freely across systems. Knowledge mobilization and substantial change in people's work practices comes through relational work with others who are trusted, available and helpful. We need systems to embark in substantial change to remove barriers to relational work where practical KM can happen. Implications for privacy, ethics, professional accountability and institutional credit for work produced will be discussed.

**[CR 3.3] Insights from KMB Scholarship**

*Capacities for Knowledge Brokering; A Review of Scope, Audience, and Scale* - Blane Harvey, Hamid Golhasany

This presentation will share work in progress on a review of the capacities needed for supporting knowledge mobilization in higher education institutions. Looking at literature from 2010 to 2020, we aim to understand how the capacities for effective KMB support are conceptualized and put into place in practice. Our study will highlight findings related to the evidence available on this question, and how strategies differ by fields of practice. It also raises a number of questions that can be explored through future research.

*Gay Ghetto to Gay Village to Post-Gay: Using Knowledge Mobilization Strategies to Explore Gay Nostalgia and the Erosion of Toronto's Gay Identity & Culture in the Church-Wellesley Village* - J. Gary Myers

The roundtable will present how the Co-Produced Pathway to Impact Model, and a tool that collects and communicates the evidence of engagement and impact (developed by ResearchImpact Canada) can be used as a conceptual framework to operationalize oral interviews and associated gay archival materials, to preserve voices, contribute to oral history archival resources, and collaboratively develop an interactive educational tool for the public to convey these histories for future posterity.

Using post-gay theory and nostalgia theory, my presentation of my doctoral research project will show how the use of KMb strategies helps to preserve and interpret the personal histories of a generation of gay men who experienced gay history and the evolution of the Church-Wellesley Village in Toronto from the decriminalization of homosexuality, through the AIDS crisis, marriage equality, protections under the Federal Charter and Ontario Human Rights Code, increasingly positive representation in mainstream media, to a formal government apology in the Canadian House of Commons.

*How can KMb support community organizations and grassroots movements?* - Hilda Smith

What is the role of communities or grassroots organisations within KMb? They can be knowledge producers, sharers, users or much more. I will discuss what I am trying in KMb projects to think about these groups directly and the services that support them. Let's start a discussion on communities in KMb!

### **[CR 3.4] Developing KMb Partnerships**

*You've got the Power! Expanding and Harnessing Partnerships to Maximize Impact*

Erin Aubrey, Aimee White

We as a Children's Services Division of a local municipality, act as knowledge brokers to our Early Learning Community. In this role we aim to develop and maintain collaborative partnerships with our community by identifying barriers, such as power imbalances, and then overcome these barriers using innovative strategies. As an example of our efforts, we will discuss The Rebuilding the Village project that uses novel methods to collect and embed the voice of knowledge users in a safe and respected space.

*Rebuilding the Village: A novel approach for translating research into practice in early childhood education* - Taryn Eickmeier, Kelly Bradstock

SKIP's innovative approach has broad appeal and continually generates excitement about knowledge mobilization. This session will encourage attendees to expand their thinking on who they can partner with to amplify and operationalize research findings. Professionals across all sectors will benefit from the practical and conceptual ideas on collaborating with diverse stakeholders and organizations beyond their usual networks and partners.

### **[CR 3.5] Engaging Youth and Community**

This catalyst roundtable brings together presenters from the ACCESS Open Minds, Parachute, Young Caregivers Association and the Daphne Cockwell School of Nursing to explore and discuss themes around youth and community engagement in KT. In this session, presenters will share their knowledge and experience of how to meaningfully engage younger audiences and how to adapt KT strategies and activities to changing needs, priorities and environments. We hope to foster a discussion with attendees around best practices and challenges!

*Implementing an integrated knowledge translation approach in a youth mental health service design and research network* - Catherine (Cat) Lau, Chloe Guinaudie

*Working with Community Partners to Support Young Caregivers* - Kristine Newman, Michelle Lewis

*Evolving Knowledge User Engagement: Proactive and reactive solutions* - Stephanie Cowle, Kelley Teahen

### **[CR 3.6] Innovations in KMB**

This Catalyst Roundtable features two innovative models for Knowledge Mobilization that are taking place at Universities on opposite ends of the country.

*Bringing new perspectives through a Kx Skills Framework at UBC* Karine Souffez

In this Catalyst Roundtable, the UBC Knowledge Exchange Unit will present and seek input on a new Knowledge Exchange (Kx) Skills Framework that, we believe, can help embed core Kx principles in various research contexts. We invite the CKF20 knowledge mobilizers to provide feedback on the framework, and participate in a broader reflection on innovative practices and prospects for development for Kx capacity building.

*A Hybrid of Research Shop and Policy Shop, Held Together by Organizational Slack: The Case of Grenfell's New Environmental Policy Innovation Lab* Garrett Ward Richards

The Environmental Policy Institute at Grenfell Campus (Memorial University of Newfoundland) will summarize its experiences with--and plans for--the new Environmental Policy Innovation Lab (EPILab) initiative, which launched in 2019. EPILab's main function is to match graduate students with community partners to address short-term research and policy needs. Feedback and reflection on this model are welcome, as well as broader discussion on how initiatives like EPILab can expand their reach and focus.

### **[OS 3.1] The Role of Knowledge Brokers in Making Research Impact on Wicked Problems**

Stephanie Merrill, Nancy Goucher

This Open Space will begin with a presentation on the dilemmas of academic engagement in environmental policy development and some tactics and successes that KM specialists have brought to the Global Water Futures Program, a Canada First Research Excellence Fund supported science consortium. The session will be opened up to the KM community of practice to discuss hard truths, tactics by others, and changes needed for more effective science-to-policy advancements on Wicked Problems. In the spirit of fostering honest conversation this session will not be recorded.

### **[OS 3.2] You held a knowledge mobilization event to prototype solutions. Now what?**

Candice Pollack, Jenna Roddick, Dorina Simeonov

The AGE-WELL National Innovation Hub will share their experience running a sprint Policy Innovation Lab with post-lab activities and outcomes. Our Lab aimed to co-create solutions for bettering home support services for older Canadians. This session will conclude with an interactive discussion to

collaboratively create a tip sheet of evidence-based ways to foster long-term momentum of knowledge mobilization events that could be added to anyone's knowledge mobilization toolbox!

### **[OS 3.3] Implementation and Evaluation of a Science Artist Residency**

Julia Krolik, Cat Lau

Art the science is Canadian SciArt non-profit organization facilitating cross-disciplinary relationships between artists and scientists to foster Canadian science-art culture. Given that there are few opportunities for artists and scientists to collaborate in Canada, and even fewer publications on how these experiences can impact learning in informal settings, Art the Science established and piloted an immersive artist residency program that has three distinct phases. Phase I informed the artist's work through an immersive full-time experience in a scientific laboratory at an academic institution (including many interactions with the research group), Phase II showcased the artist's final artwork at an off-campus local community event, and Phase III published an interactive online version of the work for global distribution. Program evaluation was conducted for each phase. In this session we present the artist residency experience along with evaluation outcomes.

### **[LT 1.1] La bande dessinée comme un outil de transfert des connaissances en matière d'influence des facteurs de risque et de protection sur la préparation des enfants à la maternelle**

Mariam Najdi

Le sujet de ma présentation fait partie de mon projet doctoral et il s'agit d'un centre d'intérêt des établissements scolaires et des parents. Ainsi, pour leur transférer les connaissances scientifiques d'une façon simple et claire, j'ai converti le contenu en une bande dessinée qui raconte l'histoire d'un enfant qui fait sa première transition scolaire. Donc, dans ma présentation, j'explique comment j'ai transformé le contenu scientifique de ma présentation en un contenu simple et accessible à tous le public. Je présente aussi une bonne partie de ma bande dessinée.

### **[LT 1.2] Bridging Early Learning Research and Practice Through College/University/Community Collaboration**

Taryn Eickmeier, Nicole Doyle, Corrine McCormick-Brighton, Ann LeSage

This poster highlights the work of the Best Start Network Research and Knowledge Mobilization Sub-Committee. The Sub-Committee is a research collaboration between local academic institutions and community leaders with a mission to improve developmental outcomes of children in the Durham Region (Ontario, Canada). Our team translated current research evidence into user-friendly resources shared with the early learning and care community. With funding from Durham College and OntarioTech University, the Sub-Committee evaluated the efficacy of the resources and the strategies used to develop and disseminate the resources to the community. Outcomes of this research are two-fold: (1) provide direction for future opportunities to develop and disseminate user-friendly evidence-informed resources to the communities (practitioners and students); and (2) enhanced relationships between

institutional partners that resulted in research capacity building for members on the team.

This project has prompted further collaborations, including co-writing national-level grant applications and facilitating knowledge translation to early learning practice, through the use of co-production and the “Knowledge to Action” (KTA) approach. The team will highlight their collaboration and knowledge translation journey, the outcomes of their research, the co-production process, and the importance of knowledge mobilization from the perspectives of researchers and community partners (e.g., government, service providers, and practitioners).

### **[LT 2.1] The/La Collaborative: New Models for Partnership and Engagement**

Sandra Lapointe, Catherine Klausen

The knowledge mobilization models proposed by The/La Collaborative, a SSHRC-funded McMaster-based initiative, is unique, both in terms of process, scalability and target: it focuses on collaborations around research know-how and disciplinary expertise in the social sciences and humanities. The short presentation sketches the theory of impact that underpins the project and includes an animated video presentation of the platform.

### **[LT 2.2] Quality Improvement in Virtual Communities**

Rupinder Chera, Emma-Firsten-Kaufman

So, you created an online community. Tons of people have joined. But is anyone talking to each other? Do you hear crickets? What could you be doing wrong? Our workshop will highlight our learnings and ways we improve our platform and ultimately boost traffic and conversations. This required investing time in discovering the needs of our community, demonstrating that we recognize and understand who they are, and dedicating ourselves to creatively enhancing their user experience. In this session, we will tell you what we did to discover and improve the quality of our platform, EENetConnect.ca - an online community for Ontario's mental health and addictions sector with over 15,000 members. We will share our evaluation process and results, walking you through our quality improvement journey and the tools you can use to get your own virtual community to thrive.

### **[LT 3.1] The Modern Academic and the Graduates of the Future**

Neil Speirs, Andrew Cross, Colin Graham

In this presentation we consider the critical literacies of the modern academic and how community service learning, as a pedagogical tool, can deliver knowledge exchange/mobilisation as part of a critical pedagogy that serves local community and facilitates the development of the graduates of the future.

### **[PP 1.1] Developing competencies for the Knowledge Broker role: one organization's experience**

Jill Fairbank



This slide presentation showcases digital tools to move knowledge into action. Delve into different formats for packaging information: videos, podcasts, infographics, data viz, social media content, comics to poetry, listicles etc. Learn tips and tricks to produce compelling content, plus a roundup of digital tools to help your content shine.

**[PP 1.2] The evolving roles of information intermediaries: Preliminary findings**

Ciara Farmer, Kristina McDavid, Heather O'Brien

There is growing interest in exploring the ways in which information professionals such as librarians and archivists, who are already embedded in the knowledge exchange (KE) infrastructure, can contribute to and receive recognition for this work. Information professionals are well versed in many of the KE competencies identified in the literature and their expertise has the potential to enhance KE practices and outcomes. They are well positioned to support researchers in the development and use of context-appropriate, equitable and diverse KE strategies and media; the retrieval of existing scholarship; approaches for working with different communities; and methods to securely store, preserve, and share research. They can also bring attention to the value of KE within their respective geographical, professional, and academic communities.

Our team is currently interviewing librarians and archivists who work in a wide variety of fields/settings about their professional experiences with KE work. We will report on our preliminary findings, including key themes, insights on the competencies required for successful KE, possibilities for collaboration/connection within universities and communities, as well as ideas for professional development and organizational support for this work. We are interested in engaging with CKF20 participants around these themes and would like to explore opportunities for ongoing connection, perhaps through development of a virtual community of practice for information professionals who do KE work.

**[PP 1.3] The Future of Technology and Aging in Canada: A Research Agenda created using Mixed Methods**

Dorina Simeonov

As Canada's Technology and Aging Network, AGE-WELL is leading the way in developing technologies, services, policies and practices that improve the lives of older adults and their caregivers. This short video will outline how AGE-WELL used an integrated knowledge mobilization approach to engage the AgeTech sector and develop a forward-looking research agenda that addresses eight Challenge Areas.

**[PP 2.1] Transfère ta thèse : comprendre les pratiques de transfert de connaissances des étudiant(e)s aux cycles supérieures?**

Catherine Chabot, Esther Mc Sween-Cadieux

Les résultats d'une étude pilote, intitulée « Transfère ta thèse », menée à l'Université de Montréal dans le but de mieux comprendre comment les étudiants aux cycles supérieurs envisagent le transfert de connaissances dans leur parcours académique, seront présentés. À l'aide du modèle COM-B de Michie, Atkins et West (2014), ces résultats permettent de comprendre les pratiques de TC des étudiants en fonction de leurs capacités (C), des opportunités (O) dans leur milieu et de leur motivation (M). Finalement, la roue de changement de comportement - également élaborée par Michie et collègues - est mise à profit afin de proposer des interventions potentielles à mettre en place à différents niveaux (université, programme d'étude, direction de recherche, etc.) pour mieux accompagner les étudiants aux cycles supérieurs dans le développement des compétences nécessaires au transfert de connaissances.

**[PP 2.2] Knowledge Exchange using Medico-Legal Data to Contribute to Safe Medical Care: A Case Example from the Canadian Medical Protective Association**

Sara Khangura, Ria DeGorter

The Canadian Medical Protective Association (CMPA) provides medico-legal advice and assistance to its member physicians, generating medico-legal case file data that can be used to inform research into patient safety and health care quality improvement. Using medico-legal data, the CMPA generates knowledge products and services to support safe medical care in Canada and beyond. This presentation features an example of the CMPA's efforts to synthesize medico-legal and other sources of data, and collaborate with a knowledge user and stakeholder to develop and disseminate knowledge products with measurable impact.

**[PP 2.3] Insights into using bibliometric indicators to measure research uptake and impact**

Ingrid Sketris, Melissa Helwig, Robyn Traynor, Sam Stewart

Bibliometric indicators (BI) (e.g. citations, journal impact factor, h-index, etc.) are used by institutions, funders, and researchers to measure research uptake. In this presentation, we provide researchers, administrators, and trainees with guidance on using BI for documenting knowledge mobilization and research impact. We draw on our own experience using BI to assess the research impact of the Canadian Network for Observational Drug Effect Studies (CNODES) and identify a series of practical tips and lessons learned.

**[PP 2.4] The Essential Components of the Integrated Knowledge Translation Collaborative Process that Contribute to Optimizing the Evolution of Knowledge Translation**

Osnat Wine

This presentation describes what contributed to optimal knowledge mobilization by focusing on the collaborative research process of integrated knowledge translation. The findings are part of a qualitative case study conducted with the DoMiNO interdisciplinary research project. We present the significant components of the collaborative process as individual and team processes that together drove the

development, initiation, and dissemination of knowledge translation activities. We suggest these components as focal points for optimizing the knowledge translation evolution in collaborative research settings.

**[PP 3.1] Knowledge Translation and Transfer (KTT) and the Adoption of Sustainable Agricultural Practices: The History of KTT in Integrated Pest Management in Ontario**

Amy Lemay, Mary Ruth McDonald

The development of sustainable agricultural practices (SAP), such as integrated pest management, are science-based and knowledge intensive, requiring significant basic, applied and multi-disciplinary research, which must be synthesized, translated and disseminated through a complex web of researchers, intermediaries and users. Knowledge translation and transfer (KTT) is essential to the successful design, implementation, and adoption SAP. Yet, the role of KTT in the adoption of SAP has received little attention. This poster documents a 40-year history of KTT for integrated pest management in Ontario.

**[PP 3.2] The Leadership in Action Program in Nursing Education (LEAP-IN (ED))- Promoting a tailored experiential approach to develop nurses as change agents**

Christina Clausen, Sonia Angela Castiglione

To meet the demands for safe, effective, timely and person-centered healthcare, service delivery requires adaptation and consistent change. Representing the largest health professional discipline, nurses are optimally positioned with a wide scope of influence both within nursing and at the intersection of other health disciplines, to lead and drive change. To leverage this level of influence, nurses need to demonstrate leadership as change agents and thus require competencies and system-level knowledge for drivers of successful change initiatives. Professional development activities in advancing nursing leadership for change is not a one strategy fits all. Programs that are customized to the local environment, experientially-based in real organizational objectives and flexible to respond to the needs of leaders can potentially develop nurses as effective change agents.

This poster will report on The Leadership in Action Program in Nursing Education (LEAP-IN ED) initiative delivered in an academic health network in Montreal, Canada. LEAP-IN ED aimed to strengthen leadership competencies related to knowledge translation and dissemination, education, change management and quality improvement. 54 nurse educators and specialists participated in 18 workshops over a period of 2 years. Program content was applied to participant-led quality improvement projects that aligned with organizational strategic priorities. Nurse leaders engaged in a participative process that included learning needs surveys, interviews and post-workshop evaluation to shape learning inputs and outputs, and facilitation strategies. As a result of the program, participants emerged as knowledgeable and skilled in knowledge translation strategies. Program strengths, challenges and lessons learned will be presented.

### **[PP 3.3] Modèle des conditions nécessaires à la création d'un partenariat de qualité centré sur la réponse aux besoins des enfants**

Madeleine Lefebvre

Cette affiche présente les résultats d'une évaluation menée sur la qualité de partenariats locaux en petite enfance, dans l'intérêt de contribuer aux connaissances sur les influences de la communauté sur le développement des enfants. Considérant que la cohésion communautaire peut venir moduler les effets négatifs qu'un environnement défavorisé pourrait avoir sur ce développement des tout-petits (Minh et al., 2017), les partenariats intersectoriels se présentent comme de fructueuses bases d'action.

Ainsi, huit regroupements locaux de partenaires déployés dans la région administrative de l'Outaouais, au Québec, autour d'activités pour les enfants et leurs familles, ont été évalués. Les résultats des données recueillies selon une approche immersive et à l'aide d'entrevues (N=82), d'observations et d'une analyse documentaire, ont permis de relever des variabilités substantives et qualitatives parmi les partenariats évalués, dont la qualité partenariale, qui fut située sur un Continuum du Partenariat adapté du Continuum de la collaboration professionnelle de Guay, Chabot, Belley et Dulude (2000).

L'analyse de ces résultats a mis en lumière un certain nombre de facteurs optimisant le rendement des partenariats multisectoriels déployés dans le cadre d'activités conduites pour les 0-5 ans et leurs familles. Ces facteurs ont servi à une modélisation des conditions nécessaires à la création d'un partenariat de qualité, centré sur la réponse aux besoins des enfants.

### **[PP 3.4] Non-Steroidal Anti-Inflammatory Drug Use Does Not Adhere to Prescribing Guidelines For Older Men or Women with Dementia**

Shanna Trenaman

An analysis of NSAID use by older adults with dementia in Nova Scotia Canada. Duration of use was longer in women than in men, more men received the CNS active indomethacin and there were 101 cases of NSAID duplication, with no sex association. NSAID use is not in agreement with prescribing guidelines for older adults with dementia in Nova Scotia, Canada.