

**INSTRUCTIONS:** This template was designed to assist with the development of Knowledge Translation (KT) plans for **dissemination** of research evidence. It is universally applicable to health and other disciplines. Begin with page one and work through subsequent columns to address the essential components of the KT dissemination planning process. Feel free to work through the components in a non-linear fashion. Two e-learning modules are available for additional support, as well as the latest version of the template for download at: <https://bit.ly/2RHf3UI> . Links to implementation planning support are found on page 2 of this template.

## (1) Project Partners



**Which partners will help you plan and execute your KT activities? Some partners may be targeted knowledge users.**

- Researchers
- Practitioners/service providers
- Public
- Media
- Patients/consumers
- Decision makers
- Policy makers/government
- Private sector/industry
- Research funders
- Volunteer health sector/NGO
- Other:  
▶ \_\_\_\_\_

## (2) Partner Engagement



**When will partner(s) be engaged?**

- From idea formulation straight through.
- After idea formulation & straight through.
- At point of dissemination & project end .
- Beyond the term of the active project or grant.

**Note:** Not all partners will be engaged to the same extent or at the same point in time. Some will be involved only for specific activities.

## (3) Partner Roles



**What will partner(s) bring to the project? How will they assist with developing, executing and/or evaluating the KT plan?**

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**Note:** Capture their specific roles in letters of support to funders, if requested.

## (4) KT Expertise



**Do you require KT expertise and how will this be accessed?**

- Scientist(s) with KT expertise
- Consultant with KT expertise
- Knowledge broker/specialist
- KT supports within the organization(s)
- KT supports within partner organization(s)
- KT supports hired for specific task(s)

**Note:** If your KT involves *implementation* for practice or behaviour change, include an implementation specialist or scientist.

## Notes

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## (5) Knowledge Users (KUs)

Who could benefit from this evidence?  
Which knowledge user (KU) audiences will you target?

- Researchers
- Practitioners or service providers
- Public
- Media
- Patients/consumers
- Decision makers
- Policy makers/government
- Private sector/industry
- Research funders
- Volunteer health sector/NGO
- Other: ► \_\_\_\_\_

**Note:** Have you included any KUs on your project partner team (column 1)? If so, who and why? *Be strategic.*

## 6) Main Messages (MM)

What is the overarching main message stemming from the evidence?

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What main messages do you anticipate sharing with your top 3 KU audiences?

*KU1*

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*KU2*

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*KU3*

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**OR**

- No idea yet; messages will emerge at end of grant and/or through collaboration with partners.

**Consider:** What can you feasibly disseminate given time and resources? Aim for defining your *Single Most Important Thing (SMIT)* and/or *Bottom Line Actionable Message (BLAM)*.

## (7) KT Goals

What are the KT goals for each KU audience? You can have more than one KT goal per KU.

Knowledge users

1 2 3  
↓ ↓ ↓

- Generate awareness, interest, buy-in
- Share knowledge
- Inform decision-making
- Inform research(ers)
- Facilitate policy change
- Facilitate practice or behavior change\*
- Commercialization/technology transfer
- Other: ► \_\_\_\_\_

\***Practice or behaviour change goals** require an **Implementation Plan** in addition to a KT dissemination plan. For support see: <https://cvent.me/l7BBWr>

## Notes

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## (8) KT Strategies

**Which KT strategies will you use?** Consider your KT Goal(s) and select accordingly. KUs, MMs, KT Goals and KT strategies should align with each other.

### *Generate Awareness, Interest, Buy-In Share Knowledge, Inform Decision-Making*

#### Knowledge users

- |                          |                          |                          |  |
|--------------------------|--------------------------|--------------------------|--|
| 1                        | 2                        | 3                        |  |
| ↓                        | ↓                        | ↓                        |  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <b>Role-Based</b>                      |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | - Knowledge Broker                     |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | - Champion/opinions leader             |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | - Consultant                           |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | - Leadership                           |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | - Collaboration/partnership            |
|                          |                          |                          | <b>Educational</b>                     |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | - Materials (guide, toolkit, pamphlet) |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | - Plain language summary               |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | - Policy brief                         |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | - Grey literature                      |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | - Publication                          |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | - Workshop, webinar                    |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | - Conference                           |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | - Professional development             |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | - In-service training                  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | - Network                              |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | - Media                                |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | - Social media                         |

**Arts Based KT**

### *Inform Research*

#### Knowledge users

- |                          |                          |                          |                             |
|--------------------------|--------------------------|--------------------------|-----------------------------|
| 1                        | 2                        | 3                        |                             |
| ↓                        | ↓                        | ↓                        |                             |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <b>Role Based</b>           |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | - Science collaboration     |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | - Network                   |
|                          |                          |                          | <b>Educational</b>          |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | - Peer reviewed publication |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | - Conference                |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | - Workshop                  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | - Synthesis document        |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | - Other document            |
|                          |                          |                          | <b>Technological</b>        |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | - Social media              |

### *Facilitate Practice or Behaviour Change*

**Note:** If your KT goal includes practice or behaviour change you should begin with dissemination goals (share, inform) to set the stage and create buy-in.

Follow with an **implementation plan** –for support see **The Implementation Roadmap**<sup>1</sup> here: <https://cvent.me/l7BBWr>

### *Facilitate Policy Change*

#### Knowledge users

- |                          |                          |                          |   |
|--------------------------|--------------------------|--------------------------|---|
| 1                        | 2                        | 3                        |   |
| ↓                        | ↓                        | ↓                        |   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <b>Role Based</b>                             |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | - Collaboration/partnership                   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | - Science policy fellowship, placement        |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | - Knowledge broker                            |
|                          |                          |                          | <b>Educational (also see far left column)</b> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | - Peer reviewed publications                  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | - Grey literature                             |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | - Meeting dialogue                            |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | - Policy brief                                |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | - Evidence brief/synthesis                    |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | - Stakeholder position paper                  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | - Rapid response synthesis                    |

### *Commercialization / Technology Transfer*

- Patent
- Technology transfer/commercialization

## (9) KT Process

### When will KT occur?

- Integrated KT**<sup>2</sup> Project team and knowledge users collaborate to shape the research and dissemination processes, e.g., setting research questions, deciding on methodology, recruiting and collecting data, interpreting findings and disseminating results.
- End of grant KT**<sup>2</sup> KT is undertaken at the completion of the project.

### Both

**Note:** Describe how you will engage your KUs, particularly for integrated KT.

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### Notes

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## (10) KT Evaluation

### (A) How will you know your KT goals have been achieved?

- Reach indicators**<sup>3</sup> (*# distributed, # requested, # downloads/hits, media exposure*)
- Usefulness indicators**<sup>3</sup> (*read/browsed, satisfied with, usefulness of, gained knowledge, changed views*)
- Use indicators**<sup>3</sup> (*# intend to use, # adapting the information, # using to inform policy or advocacy, enhance programs, training, education, or research, # using to improve practice or performance*)
- Partnership/collaboration indicators**<sup>3</sup> (*# products developed or disseminated with partners, # or type of capacity building efforts, social network growth, influences, collaboration*)
- Program or service indicators** (*outcome data, documentation, feedback, process measures*)
- Policy indicators** (*documentation, feedback, process measures*)
- Knowledge change** (*quantitative & qualitative measures*)
- Attitude change** (*quantitative & qualitative measures*)
- Systems change** (*quantitative & qualitative measures*)

### (B) Guiding Questions for Evaluation<sup>4</sup>

- 1) Who values the evaluation of this KT plan? What are they saying they need from this evaluation? (*link this to partners, KUs*)
- 2) How have similar KT activities been evaluated in the past? (*link this to partners, KUs*)
- 3) Why are you evaluating? e.g., for program growth or improvement; accountability; sustainability; knowledge generation; research scholarship/publication, and/or to know if the KT strategy(ies) met the objectives
- 4) How does the KT and evaluation literature inform how you will evaluate your plan?
- 5) Will you focus on process or outcome information, or both?
- 6) Will methods be quantitative, qualitative or mixed? Do tools exist or will you need to create your own? (*link to KT methods*)
- 7) What perspective or skill set do you need to help you reach your evaluation objectives? (*link to partners, KUs*)
- 8) How will you share evaluation findings with your stakeholders and knowledge users?

## (11) Resources

What resources are needed to deliver this KT plan?

- Governing Board
- Financial
- Human
- IT
- Leadership
- Management
- Volunteer
- Web
- Other:

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## (12) Budget Items

What budget items are needed for the KT plan?

- Accommodation
- Art installation or production
- Evaluation specialist
- Graphics/visual design
- Knowledge broker/specialist
- Postage costs
- Media release
- Media product (e.g. video)
- Networking function
- Open access journal publication
- Writer
- Production/printing
- Other:
- Public relations
- Reimbursement (e.g. time, parking, travel)
- Technology transfer, commercialization
- Teleconferencing
- Travel: conferences, meetings, educational purposes
- Social media
- Webinar services
- Website development
- Venue

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**NOTE:** Be sure to include all KT costs in your budget for funders.

## (13) Executing your KT plan

Describe how you will execute your KT plan (steps, activities, timelines).

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To evaluate the quality of your KT plan, link to the **KT Plan Appraisal Tool**<sup>5</sup> here: <https://bit.ly/2TkHWpz>

### Sources:

- 1 Barwick M. (2023). *The Implementation Roadmap*. The Hospital for Sick Children. <https://cvent.me/l7BBWr>
- 2 CIHR <http://www.cihr-irsc.gc.ca/e/49505.html>
- 3 Sullivan, Strachan, & Timmons. *Guide to Monitoring and Evaluating Health Information Products and Services*. <https://www.msh.org/resources/guide-to-monitoring-and-evaluating-health-information-products-and-services>
- 4 Parker, K (2013). *KT and Evaluation*. Knowledge Translation Professional Certificate. The Hospital for Sick Children.
- 5 Barwick M. (2019). *The Knowledge Translation Plan Appraisal Tool (KT-PAT)*. The Hospital for Sick Children. <https://bit.ly/2TkHWpz>

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