Doing More With What You Know

A Tool Kit on Knowledge Exchange
At the Provincial Centre of Excellence for Child and Youth Mental Health at CHEO (the Centre) our focus is on the needs of children, youth, families and caregivers. Following consultations across the province, we furthered our commitment to building research capacity in the child and youth mental health sector. We start with the shared understanding that children, youth and their families and caregivers should receive evidence-based, consistent, quality care in the context that is most appropriate for them.

An integrated child and youth mental health system has to be built from the commitment of all stakeholders. To this end, the Centre promotes partnerships and networks, funds new research, promotes knowledge exchange and offers supports through consultation and education. We have developed a series of toolkits based on the best available evidence and in keeping with our broad focus on child and youth mental health.

**Doing More With What You Know**
Supports the planning of knowledge exchange activities beyond publication in peer-reviewed journals and presentations at conferences. The toolkit offers concrete tools including a checklist, emerging concepts, scenarios, vehicles, a glossary and suggested readings for further ideas and information.

**Doing More in Partnership**
Supports the development of authentic partnerships between community-based and university- or academic health science centre-based researchers. This toolkit supports the development of collaborative projects by providing a roadmap, information on emerging concepts and models, a glossary of terms and suggested readings for further ideas and information.

**Applying for Grants and Awards**
This forthcoming toolkit provides community-based agencies, organizations and others with practical tools and information to help them access funds for child and youth mental health research and initiatives. (Coming September 2006)

The evidence base continues to need further development by researchers and service providers like you across the province. The lives of children, youth and their families and caregivers depend on it.

“We believe that to have the greatest impact we need to generate new partnerships, new knowledge, and new ways of doing things in the child and youth mental health sector in Ontario.”

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Executive Director, Operations  
Simon Davidson,  
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Introduction: Helping You Do More With What You Know

Do you have a great idea for a child and youth mental health project? Are you wondering how and when to involve all the stakeholders?

Have you done excellent research on child and youth mental health? Are you not sure whether you are reaching the people who could best use your findings?

If the answer to these questions is ‘yes’, this toolkit, “Doing More With What You Know”, is for you.

“Doing More With What You Know” provides a set of user-friendly tools. These tools include a variety of ways to complement your work and go beyond traditional information dissemination. They offer a range of strategies for grounding and mobilizing your work in Ontario’s communities. This toolkit is part of the Centre’s efforts to promote and support the improvement of the child and youth mental health system.

This toolkit will be of particular interest to current and prospective recipients of the Centre’s Grants and Awards for research and other projects relating to child and youth mental health. Conditions of these grants and awards include:

a) All candidates must include knowledge exchange strategies in their applications and;

b) They must agree to work with the Centre’s Knowledge Exchange Centre to maximize their knowledge exchange opportunities.

The Centre is committed to having the greatest positive impact on the child and youth mental health sector in Ontario through new partnerships, new knowledge, and new ways to get things done.

Knowledge Exchange Matters for Children, Youth and Families

Knowledge exchange includes children, youth, parents, caregivers, teachers, service providers, researchers, advocates, policy makers and the public at large. It includes building and sharing a common language and understanding about child and youth mental health and mental healthcare that is consistent with existing evidence.

Knowledge exchange also includes actively bringing in ideas from diverse players (stakeholders) to enhance research and other valuable initiatives. Sharing knowledge and expertise can support stakeholders working together towards common goals. This can make a positive difference in the lives of Ontario’s children, youth, families, and caregivers.
When results of excellent research or programs are not effectively applied, children, youth and families lose the benefit. Traditional methods for sharing research results and best practices do not always have the desired effect. Publication in peer reviewed journals or presentation at conferences appears to have only modest effects on improving practice or influencing public thinking. These forms of knowledge exchange reach a very particular and limited audience.

Whether they use the term or not, most organizations engage in knowledge exchange.

- However, do they know if they are engaging in effective knowledge exchange?
- Do they engage in all or even most of the knowledge exchange activities available to them?

“Doing More With What You Know” pulls together some of the best information available, from research and practical experience, on how to effectively “exchange knowledge”. Much of the current evidence is taken from other sectors. What is needed now is a groundswell of activity to determine the forms of knowledge exchange that work best in the child and youth mental health sector in Ontario.

About this Tool Kit

This resource provides tools to help you choose and implement the most appropriate knowledge exchange strategies for your projects.

- The Knowledge Exchange Checklist provides a chronological look at knowledge exchange opportunities and strategies as they emerge in the life of a research project. It’s a handy way to plan your knowledge exchange activities and to judge how the Centre could assess your plan.
- Knowledge Exchange Emerging Concepts lists key concepts that lead to an effective foundation for sharing knowledge and ideas.
- Knowledge Exchange Scenarios show knowledge exchange in action. They describe what good knowledge exchange looks like in real situations. They also identify further opportunities.
- A listing of suggested Vehicles provides ideas and starting points for your project plans.
- The Glossary helps to bridge possible knowledge exchange language gaps.
- Suggested Readings provides options for those who want to learn more.

Consultation

The Centre’s Knowledge Exchange and Community-University Partnership Specialist, Peter Levesque, is available to discuss your issues pertaining to community-university partnerships. He can be reached at plevesque@cheo.on.ca.

Knowledge exchange is the purposeful movement of data, information, and knowledge between two or more parties, often for the purposes of collaborative problem solving.
Knowledge exchange happens all the time. We engage in knowledge exchange when we speak, write, and read. We have developed a Knowledge Exchange Checklist to help you assess that the right methods are used at the right time and involve the right people.

The main steps outlined in the Checklist highlight the importance of introducing good knowledge exchange practices from the start. Although presented chronologically, you may want to revisit earlier activities periodically throughout your research, in order to revise or refine them.

Print and post the list on the following page for easy reference.

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<td>Place research into the context of existing knowledge.</td>
<td>Identify the characteristics of the audiences.</td>
<td>Identify how ongoing communication will be supported.</td>
<td>Develop tools for dissemination: workshops, conferences, online forums, web pages, paper reports, brochures, classroom lectures, news briefings.</td>
<td>Determine how ongoing implementation and use of research findings will be supported.</td>
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<td>Determine if systematic reviews have been performed.</td>
<td>Identify the formats that will work best for each group: written communication, face-to-face meetings, open discussion, writing responses to questions.</td>
<td>Identify how formal and informal communication steps will be managed.</td>
<td>Identify how the effectiveness of messages will be measured. What are the desired outcomes?</td>
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<td>Identify stakeholders and include them in all steps from the beginning.</td>
<td>Consider the best timing for delivering a message or report.</td>
<td>Identify who will translate content into the needed formats and languages.</td>
<td>Identify opportunities and priorities for knowledge use: policies, programs, perspectives, procedures, processes, products, professional practice, people skills, and others.</td>
<td>Identify how feedback from use will reach other interested parties.</td>
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<td>Create a support system that makes it easy to give and receive feedback.</td>
<td>Consider who is best to deliver a message to a group.</td>
<td>Confirm that resources allocated to communication are sufficient and appropriate.</td>
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<td>Identify all potential uses for results of research.</td>
<td>Develop a multi-pronged communication plan to reach various stakeholder audiences.</td>
<td>Identify dedicated knowledge brokers who can help bridge gaps in audiences and identify opportunities.</td>
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<td>Allow time and space for stakeholders to get to know one another.</td>
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The Provincial Centre of Excellence for Child and Youth Mental Health at CHEO
Le Centre d’excellence provincial au CHEO en santé mentale des enfants et des ados
Emerging Concepts

This section presents a framework for the successful practice of knowledge exchange. As you approach your research or project, consider the following eight key concepts to help you build an effective foundation for sharing and disseminating knowledge and ideas.

Should you wish to explore knowledge exchange research in more detail, this kit also includes a glossary of terms and suggested readings. You will find more resources on the Centre’s Web site at www.onthepoint.ca.

1. Emergence
   There is no panacea for effective knowledge exchange. It is a complex and dynamic process that develops along with a particular research project. Best practices occur when projects have people dedicated to knowledge exchange, adequate resources for knowledge exchange activities, and allow for flexibility and responsiveness. Different approaches are typically required for different audiences.

2. Research
   Researchers, community organizations and decision makers should work together from the start to determine which questions to ask, what methods and theories to use, what analyses to apply, and what the key messages are that emerge from their research.

3. Exchange
   Knowledge exchange is not a static process. It must involve regular exchanges among participants and the organizations involved in a particular issue. Research shows face-to-face contact is often the single most effective form of knowledge exchange, however it must be supported by other means of communications to be sustained.

4. Evaluation
   This is a time of rapid growth for knowledge exchange activities yet despite a wide range of strategies, little has been documented about their effectiveness. Programs that incorporate an ongoing evaluation component are more aware of what works and what does not, even while the project is underway.
5. Linkage

Creating links between **people**, **ideas**, **goals**, and **resources** is a deliberate and active process to act on knowledge or develop strategies to find solutions for problems. A dedicated person or team can help create and sustain effective linkages.

6. Push Out - Pull In

Successful knowledge exchange includes the movement of data, information, and knowledge between individuals and groups for mutual benefit. Each individual or group needs to have the opportunity to “push out” both the knowledge and the questions they have to others as well as the opportunity to “pull in” new knowledge and attract new people into their activities.

7. Openness and Interest

Knowledge exchange strategies are more likely to be successful if there are rewards and a supportive infrastructure in place. Many barriers exist that make knowledge exchange difficult, such as power sharing issues in hierarchical organizations, lack of time, lack of access including availability of data, information and knowledge in a format that is understandable, and lack of rewards such as recognition and promotion for building trusting relationships. Research systems may actually reinforce traditional, often less effective, forms of knowledge exchange, for example, by basing promotion on publication record. Some institutions are now moving beyond simple publication output, towards recognizing those activities that have the greatest impact, whether this is in academia, in the community, within institutions or for individuals.

8. Relationships

Knowledge exchange is based on developing relationships between individuals in communities, disciplines, and organizations. Consideration must be given to the time and space needed to participate, to nurture relationships and to be recognized for the work involved.
Scenarios

The following pages present scenarios that build on the knowledge exchange learning process. These case examples show that finding the best knowledge exchange activities for research or other projects takes innovative thinking and creativity.

The knowledge exchange scenarios include:

- Artifacts/Symbols
- Multi-Sector Partnerships
- Conference Leverage
- Research Summaries
- Infrastructure

There are three elements to each scenario:

- **Description.** Provides general information through example. Selected examples are based on their relevance to the child and youth mental health sector in Ontario and how they demonstrate promising knowledge exchange practices. They have not been selected based on an evaluation of the specific projects.

- **Existing Practices.** Describes the knowledge exchange activities in the scenario. As there is currently very little hard evidence of knowledge exchange practices in mental health specifically or health services research in general, the focus is on illustrating promising knowledge exchange practices.

- **Opportunities for Growth.** Offers other options and complementary activities that might be appropriate.

The drivers of the knowledge exchange process include: the type of research or project; the partners; the desired outcomes, as well as a range of opportunities and priorities. These scenarios are not intended to limit the possibilities you might be considering, but to fuel brainstorming and planning processes.
Scenario – Artifacts/Symbols

Description

Cultural approaches to knowledge exchange such as story telling and artifacts provide powerful opportunities to raise awareness and provoke discussion. Feeding into tacit knowledge – knowledge that is best gained through socialization, training or personal experience – is particularly valuable when attempting to reach a broad audience that may include young people, families, the general public, mental health professionals, agencies and government.

To address issues in child and youth mental health, some organizations have used pieces of art as focal points to profile concerns such as stigma or the lack of an integrated system to meet the needs of children and youth. Such artwork forms the background for presentations and is the centerpiece of awareness raising initiatives that can include newsletters, postcard campaigns, note cards and brochures as well as a Web site to reinforce the messages and to provide further support, information and resources.

In the case of one Ontario based organization, Parents for Children’s Mental Health, the large, portable “Quilt of Honour” symbolizes its message. The presentation associated with it has been on tour for over three years with news traveling by word of mouth and no explicit advertising or marketing.

http://www.parentsforchildrensmentalhealth.org/au_quilt.php

Existing Knowledge Exchange Practices

Organizations currently using this model often apply a range of knowledge exchange practices that incorporate ‘push out-pull in’, linkage, and exchange elements:

- Comprehensive Web sites featuring detailed information and tools
- Media relations spokespeople
- Cards and brochures based on the artwork
- Awareness campaigns
- A wide assortment of presentation venues
- Direct presentations to decision makers
- Speeches
- Storytelling

Opportunities for Knowledge Exchange Growth

Depending on their circumstances, activities and goals, organizations might also:

- Explore the training of other committed individuals, internal or external to their organization, to make presentations to expand the reach of the message
- Recruit French and other language presenters to broaden the audience base
- Produce a broadcast quality video from several presentations which can be sold/distributed widely and/or broadcast on television
- Introduce an online forum to complement the current Web site to allow for discussion and possible development of localized initiatives
- Link the message within the artwork to local art initiatives or to existing programs
- Build relationships with researchers to examine the effectiveness of the message being transferred. Ask, “Does the artifact mobilize individuals and organizations to act?”
- Invite local media to preview the artifact before its public showing
Scenario – Multi-Sector Partnerships

Description

Multi-sector partnerships bring different organizational strengths, associations and perspectives to the table. They can be used to enhance knowledge generation, networking, collaboration, analysis, and dissemination. Successful models are built on a combination of frontline experience, research capacity, and financial, institutional or political support.

In 2005, three Ontario-based organizations, Ontario Trillium Foundation, Voices for Children and the Offord Centre for Child Studies, came together to develop better understanding of the provincial reporting landscape concerning the well-being of children and youth and to identify and address the challenges. To extend capacity beyond that of the three partners, additional stakeholders were invited to participate, forming a network of contacts.

To better understand the existing information, they consulted individuals, groups and organizations; they convened working meetings; and they conducted a survey. Reports regarding children, youth and families were solicited and shared through an e-library. The final report was posted online, accompanied by a survey.

See: www.voicesforchildren.ca
See: www.offordcentre.com

Existing Knowledge Exchange Practices

This model demonstrates thorough knowledge exchange practices:

• Interactive Web content
• Accessible documents in an e-library
• Networking
• Partnerships
• Research on knowledge exchange
• Workshops and presentations to stakeholders

Opportunities for Knowledge Exchange Growth

Organizations wishing to apply this model could also consider, depending on their circumstances, activities and goals, mobilizing the knowledge they gain by:

• Providing a one-page lay summary of findings
• Providing a three-page technical summary of findings
• Developing documents in languages other than English
• Supplementing text-based materials with visuals such as photos or video clips
• Considering audio recordings of meetings
• Including children and youth, families and caregivers as community agents of knowledge transfer
• Inviting a member of the media to become a partner
### Scenario – Conference Leverage

#### Description
Conferences can be ideal venues for knowledge exchange. They provide opportunities for networking and discussion, exposure to experts and best practices, and public awareness around issues. Effective conferences are those where the knowledge shared during the course of the conference goes beyond the event itself. Extra planning and resources are needed to achieve a positive after-conference exchange.

Children’s Mental Health Ontario, for example, hosts an annual conference involving over 300 industry stakeholders. With a view to developing an integrated and sustainable system of services for children and youth, this conference brings together people from the education system, child welfare, the youth justice system, and child and youth mental health treatment agencies. Participants learn from presenters, but also contribute through clearly defined tasks each day. Further, time is reserved for networking. All of the readings, presentations and documents from the conference are made available on their Web site. The organization also posts both positive and negative participant feedback. To continue the momentum, a follow up conference builds on the shared recommendations. Once again, a broad range of stakeholders can participate.

Many recent innovations in conference planning reflect the value of good knowledge exchange. They include creating opportunities to “pull in” knowledge and new people as well as “push out” knowledge. And they look at ways to sustain the linkage and exchange processes beyond the conference event itself. Rigorous evaluations of conference knowledge exchange activities are still rare, but could provide a great opportunity for learning.

See: [www.kidsmentalhealth.ca](http://www.kidsmentalhealth.ca)

#### Existing Knowledge Exchange Practices
The conference in our example maximizes transfer of knowledge through:

- Broad stakeholder participation
- Networking, partnerships and feedback opportunities
- An inclusive and comprehensive Web site
- A follow up summit

#### Opportunities for Knowledge Exchange Growth
Conference planning might also include:

- An enhanced forum for expressing the voices of children and youth, families and caregivers in the planning of the conference as well as during and following the event
- An online dialogue between conferences
- A one-page lay summary of findings
- A three-page technical summary of findings
- Supplementing text-based materials with visuals such as photos or video clips
- Sharing audio recordings of meetings
- Inviting media to speak with key presenters
Knowledge Exchange: Scenarios

Scenario – Research Summaries

Description
Knowledge exchange encourages dialogue and understanding between researchers, who as a result discover new knowledge, as well as potential users who adopt and apply the findings. Because potential users may include a wide range of stakeholders – from academics and high level policy and decision makers, to parents and their kids – research findings need to be disseminated using a number of strategies and techniques. One such technique is translating complex research findings into easy to read, clearly written summaries that can be understood by a range of audiences. For example, new research findings on young people and depression can be made available as a full report, an executive summary, a detailed summary, a one-page “action plan” of recommendations and next steps, and also as a tip sheet to help parents recognize and deal with the problem at home.

Research summaries can also be used to enhance the quality of the research itself. For example, the Canadian Health Services Research Foundation [www.chsrf.ca](http://www.chsrf.ca) has produced a series of documents that provide researchers and decision makers with a new way of accessing research-based evidence behind some of the major debates in health services management and policy. The series of summaries reveals research-based evidence that is contrary to accepted wisdom in Canadian healthcare debates. The goal is to ensure that such debates become more evidence-based.

The series is available online and is also mailed to key contacts, such as decision makers, policy analysts, health administrators, and to other individuals or organizations.

Existing Knowledge Exchange Practices

Focused research summaries are effective knowledge exchange tools. They are:

- Targeted to specific audiences
- Available in multiple formats
- Available on a public Web site
- Part of an ongoing series

Opportunities for Knowledge Exchange Growth

To further encourage use and implementation of the findings, organizations could:

- Create discussion forums around each identified issue, using community of practice software, blogging software or Wiki software
- Extend the audience to include public media
- Partner with other organizations to produce similar series targeted to specific issues and audiences
- Use tactile and accessible tools

To help prepare researchers to share knowledge effectively, universities could:

- Teach knowledge exchange skills as a standard to graduate students across disciplines involved in research. This is a growing reality in the United Kingdom. For an example, see

[http://www.extra.rdg.ac.uk/KTC/student_graduate_zone/student_graduate_zone.htm](http://www.extra.rdg.ac.uk/KTC/student_graduate_zone/student_graduate_zone.htm)
Successful knowledge exchange is built on a supportive infrastructure that recognizes it as a rewarding, ongoing process. Many organizations think they are doing this when they send staff to workshops, conferences or training. But for best results there must be an additional commitment to provide staff with continued opportunities to reflect on, share and apply what they have learned. For service providers, this can mean the difference between integrating new research into practice, or conference materials gathering dust on a shelf.

A large part of infrastructure is institutional focus and commitment. For example, several school boards in Ontario have made board wide commitments to implement the *Roots of Empathy* program in elementary and secondary schools. This is an evidence-based, weekly classroom program for reducing levels of aggression and violence among school children. Program instructors, who are certified through the intensive, four-day *Roots of Empathy* training program, include board social workers and volunteers from the community. School principals, classroom teachers and volunteer families are also actively involved. Some boards have hired onsite coordinators to manage the program and provide ongoing support.

To promote effective program delivery, instructors are given an extensive curriculum, supporting resources, props and toys. They also receive ongoing mentoring and assistance from board and *Roots of Empathy* staff throughout the school year, and participate in a year-end program evaluation.

This supportive infrastructure of institutional commitment, focus and funding, relationship and team building, and delivery-oriented programming and ongoing evaluation, is a solid foundation for effective knowledge exchange.

See: [www.rootsofempathy.org](http://www.rootsofempathy.org)

### Existing Knowledge Exchange Practices

In this model, knowledge exchange is facilitated in a number of ways:

- Comprehensive training, curriculum and resources
- Commitment by board, school administrators, staff, community and students
- Willingness of board to allocate funds for resources
- Ongoing mentoring and support provided by board and *Roots of Empathy* staff
- Ongoing assessment through year-end program evaluation

### Opportunities for Knowledge Exchange Growth

Organizations interested in this model could also consider:

- Creating “communities of practice” to link families to each other, to link instructors to each other, or link organizations to each other
- Providing Web space online for discussion
- Using multimedia files on the Web site, e.g. video, audio, slideshows
- Strongly encourage conference attendees to present what they learn to their peers and community
Vehicles

The following knowledge exchange ideas and opportunities are further examples of options available to support research activities. The list is not exhaustive as the potential for knowledge exchange is limited only by the creativity and innovation of those who implement it.

Accessible Research Products
Complete research products that are directly accessible through the Web site such as research summaries written in a language and literacy level that corresponds to the audience.

Business Breakfasts/Lunches/Dinners
Breakfasts, lunches or dinners hosted with a specific purpose relating to the goals of an organization.

Debates, Conferences, Workshops, Symposia
Gatherings hosted or sponsored by organizations that have a specific theme or focus on a specific problem.

Direct Presentations to Decision Makers
Presentations are made to decision makers, including politicians, heads of governing bodies, committee members and others. These presentations are intended to influence decision makers.

Electronic Newsletter/Bulletin
Content in an organization’s regular newsletter or bulletin that is distributed electronically; either by email or posted on the Internet.

Wikis, blogs, list servers and discussion boards
Forums within a Web site that provide readers the opportunity to post feedback, or to have an online discussion with others.

Media Relations Program/Spokesperson
Media Relations: A program for getting messages to target audiences through the media in such a way as stand out from the mass of competing media releases and emails.

Spokesperson: The person designated to speak on behalf of an organization with the media or the public about specific issues.

Membership/Alumni/Registration for Information
The registration with an organization provides special privileges and/or access to specialized events, documents and information.

Networks
An alliance of people with shared expertise and a commitment to a shared goal. The interconnectedness of a number of organizations with similar missions, visions and goals.
Research Exchange Officer
An individual who has specialized knowledge in communications, journalism, public relations or similar disciplines and is responsible for creating and maintaining links with media, decision makers and other influential groups. They are responsible for exchanging or disseminating research products.

Student Essay Contest
A contest inviting students to submit essays on related topics.

Tailored Products/Messages
Products or messages are customized for specific audiences. Products or messages are then delivered in different ways, such as videos, audio recordings or other as appropriate for the audience.

Virtual Library/Encyclopedia
Provides online access to databases with links to online journal articles, research material, or publications. It provides searchable access to reliable research. A virtual library may include a database with access to all documents produced by the organization.

Processes

Engaging in Partnership
Partnership is a formal alliance between organizations. This alliance may involve pooling of specialized resources, working collaboratively toward a similar goal, or sharing of information.

Capacity Building
Improves the organization’s interest, willingness and ability to acquire and implement new knowledge, as well as knowledge management principles and practices, potentially through partnership opportunities.

Plain Writing
Information is presented in a simple format and language so that non-specialists easily understand it. It may be used in Web sites and is often supplemented by pamphlets, brochures, handbooks, newsletters, and other collateral.

Research About Knowledge Exchange
Access to articles, documents, or any research products relating to the concepts of knowledge exchange, knowledge transfer, and knowledge translation.
Glossary

Best Practice
A process or methodology that has been proven to work well and produce good results, and is therefore recommended as a model. Some people prefer to use the term ‘good practice’ as in reality it is debatable whether there is a single ‘best’ approach.¹

Change Readiness
Refers to an individual, an organization, or a community’s variability in, or effort to, enhance its interest, willingness, and ability to acquire and adopt new knowledge.²

Collaboration, Collaborative Working
A generic term that simply means teamwork or a group effort. This term is also used to describe close working relationships involving the sharing of knowledge.³

Communities of Practice or Learning Communities
Self-organized, informal groups of people who share a common interest in discussing and advancing their knowledge of best practices, issues, or certain skills. The members of these communities often cross over organizational boundaries to collaborate.⁴

Dissemination
A complex set of activities intended to distribute information to target audiences. This process requires a careful match among (a) the creation of products or knowledge, and the context of that creation, (b) the target audiences, and (c) the content, media, formats, and language used in getting the outcomes to target audiences.⁵

Evidence-Based Practice
The conscientious, explicit and judicious use of current best evidence in making decisions about the care of [clients].⁶

¹ National Electronic Library for Health www.nelh.nhs.uk/knowledge_management/glossary/glossary.asp
³ Ibid 1
⁵ KEC Glossary. The Provincial Centre of Excellence for Child and Youth Mental Health at CHEO www.onthepoint.ca/resources/documents/KECGlossary.doc
Knowledge
A mix of framed experience, values, contextual information, and expert insight that provides a framework for evaluating and incorporating new experiences and information. It originates and is applied in the minds of knowers. In organizations, it often becomes embedded not only in documents or repositories but also in organizational routines, processes, practices, norms, judgment, and principles.7

Knowledge Broker
A knowledge broker is an individual or an organization that engages in linking researchers and decision makers, facilitating their interaction so that they are able to better understand each other’s goals and professional culture, influence each other’s work, forge new partnerships, and use research-based evidence.8

Knowledge Exchange
The push and pull found in the multiple directional movement of data, information, and knowledge between individuals and groups for mutual benefit.9

Knowledge Networks and Maps
These are guides or inventories of an organization’s internal and external information and knowledge sources.10

Systematic Review
A review of a clearly formulated question that uses systematic and explicit methods to identify, select, and critically appraise relevant research, and to collect and analyze data from the studies that are included in the review.11

Tacit (Informal) Knowledge
Knowledge that is not made explicit because it is highly personal, not easily visible or expressible, and usually requires joint, shared activities in order to transmit it. Examples of tacit knowledge include subjective insights, intuitions, and hunches.12 Measure, such as artifacts, can enhance the exchange of tacit knowledge.

Explicit (Codified) Knowledge
Knowledge that has been expressed in words and numbers and shared in the form of data, scientific formulae, specifications, manuals, etc. It is easy to distribute and moves easily from one place to another.13

Use/Utilization
The research outcome (knowledge) is critically and thoroughly digested, and the individual fits the new information with her or his prior understandings and experience.14

7 Ibid 5
8 Canadian Health Services Research Foundation • www.chsrf.ca/keys/glossary_e.php
10 Gotcha! • www.simss.berkeley.edu/courses/is213/s99/Projects/P9/web_site/glossary.htm
11 The Cochrane Collaboration • www.cochrane.org/resources/glossary.htm
12 Ibid 9
13 Ibid 9
Suggested Readings

Knowledge Exchange General


Knowledge Exchange Health

• Bero LA, Grilli R, Grimshaw JM, Harvey E, Oxman AD, Thomson MA. (1998). Getting research findings into practice: Closing the gap between research and practice: an overview of systematic reviews of interventions to promote the implementation of research findings. BMJ, 15 Aug; 317(7156): 465-468

Knowledge Exchange Mental Health

More Ways the Centre Can Help

Consulting Services
As part of our commitment to developing collegial networks, building community relationships and increasing the skill set of Ontario’s mental health researchers and practitioners, the Centre offers consulting services in epidemiological (clinical) research expertise.

We can assist in all aspects of the development of a quantitative research project, whether clinical or population based. Services include but are not limited to the following:

• Conceptualizing a research question;
• Selecting a test population;
• Computing a sample size;
• Selecting statistical tests.

Education and Learning
The Centre is committed to promoting and supporting education and training among professionals, parents, youth and the wider community. This includes:

• Facilitating access to education and training programs;
• Mentoring and consulting with organizations wishing to create educational programs;
• Developing public education tools and initiatives;
• Developing resources to help parents, youth and others get the most out of the Centre’s knowledge, tools and services.

Your Role with the Centre
In this resource, the Centre presents the current thinking about effective knowledge exchange. The field of knowledge exchange is evolving quickly. It is important for us to continue to learn from one another.

Your successes and challenges can contribute to a better understanding of what works in the child and youth mental health sector in Ontario.

The Centre is the forum through which Grants and Awards recipients share and discuss project experiences. Each recipient’s background, research, community-university partnership and knowledge exchange experiences will be presented individually on the Centre’s Web site www.onthepoint.ca.

We welcome your feedback on any aspect of this and other resources by email onthepoint@cheo.on.ca
This toolkit has been developed with the support and expertise of many people. The contributions of staff from the Centre as well as the valuable perspectives of the many reviewers from our networks are greatly appreciated.