

Session Identifier: D.5 (Workshop)
Session Theme: Moving Research to Action
Friday, June 17, 2016
11:00 a.m. – 12:30 p.m.

Bridging the research to practice gap: Applying principles of knowledge translation in aging research

Andrea Bishop, IWK Health Centre/School of Nursing, Dalhousie University; Jessie-Lee McIsaac, Dalhousie University

Ensuring evidence is effectively translated to stakeholders is essential to support an aging population in Canada. Knowledge translation (KT) strategies can be used to break down the boundaries between researchers, practitioners and decision-makers working in aging related fields.

The Canadian Institutes of Health Research defines KT as a “dynamic and iterative process that includes synthesis, dissemination, exchange, and ethically-sound application of knowledge to improve the health of Canadians, provide more effective health services and products and strengthen the healthcare system” (CIHR, 2012). This definition encompasses both KT practice (the act of moving research evidence, or knowledge, into practice and policy) and KT science (the study of the methods used to promote knowledge uptake).

This interactive workshop will introduce participants to KT principles within aging research, encompassing both dissemination and integrated approaches. Facilitators will provide foundational KT knowledge and practical aging research examples, and discuss the challenges to uptake of research knowledge in policy and practice. Participants will be engaged in group and individual work to identify their KT audience, develop their message, partner with stakeholders, identify potential barriers and develop a KT strategy. Resources and tools (e.g., CIHR Guide to Knowledge Translation, tips for writing for a broad audience) will be provided. Following the workshop participants will understand:

- Differences between KT practice and science
- Differences between dissemination and integrated KT approaches
- Best practices for dissemination and integrated KT
- How to apply KT principles to their own research, policy or practice setting