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## Continuing Health Science Education Program (CHSE) Research and Innovation Fund 2019

Dear Applicants,

We want to encourage researchers in Continuing Health Sciences Education at McMaster to take one more step towards translating their research findings. To do this, we have included in our application this year a request to include a brief description of how potential findings will be translated across the knowledge translation continuum. Straus, Tetroe and Graham (2013) point out that in health research grant applications, it is often asked to provide a plan for how knowledge will be disseminated however, many grant applications tend to focus only on passive forms of knowledge translation that assume translation happens by diffusion (i.e. conferences, peer-reviewed publications, podcasts etc.) Straus, Tetroe and Graham (2013) also point out that knowledge dissemination actually refers to a deliberate consideration and effort to move from a passive to more a active form of knowledge translation (i.e. development of new educational materials/sessions, plain language summaries, mock up of a social media post, arts-based knowledge translation activity such as video) and so we are asking that you consider this in your proposal.

In the application, we ask that you provide a brief description that includes a basic outline of your plan for sharing your findings along with an idea for knowledge dissemination. Feel free to be creative and innovative! Your knowledge dissemination plan will evolve with the significance of your research findings and so, for those who receive funding, we hope for you to present this to us 6 months after you finish your research project.

We have provided a list of common elements of frameworks for knowledge translation in health sciences research to get you thinking about what you may want to consider in your outline (Straus, Tetroe and Graham, 2013):

- The target for message dissemination (including characteristic of the target audience)
- The potential message(s) (including the content for what is to be disseminated and tailoring or contextualizing the message to the audience)
- Who is disseminating the message(s) (sources/messengers, credibility of messengers)
- The medium for dissemination
- Other elements: setting or context of dissemination; identification of barriers and facilitators

If you have any questions regarding this part of the application please feel free to send your questions to Emily: [blocke@mcmaster.ca](mailto:blocke@mcmaster.ca)

Regards,

Emily Block