	Definition	Source
A		
B		
C		
Capacity and Capacity Building	In the context of KT, capacity and capacity building refers to the development of skills, organisational structures, resources, and commitment to sustained adoption of evidence into practice with the aim of improving health outcomes (Kislov et al., 2014).	Kislov, R., Waterman, H., Harvey, G., & Boaden, R. (2014). Rethinking capacity building for knowledge mobilisation: developing multilevel capabilities in healthcare organisations. *Implementation Science*, 9(1), 166. https://implementationscience.biomedcentral.com/articles/10.1186/s13012-014-0166-0
Communities of Practice	Communities of practice (CoP) bring together individuals with a shared concern and passion to regularly interact, share information, insight, and advice, and to work together to solve problems (Wenger, 1998). Communities of practice were initially applied in the context of education but are now implemented across many to foster colearning and the interchange of ideas, knowledge and experience (Kaston et al., 2014).	Wenger, E. (1998). Communities of practice: learning, meaning, and identity. Cambridge University Press. Kaston D. Anderson-Carpenter, Jomella Watson-Thompson, Marvia Jones & Lisa Chaney (2014) Using Communities of Practice to Support Implementation of Evidence-Based Prevention Strategies, Journal of Community Practice, 22:1-2, 176-188.
D		
Deliberative or interactive model of Knowledge Translation	The deliberative, or interactive, model of knowledge translation recommends exchanges and cooperation between researchers and key stakeholders to inform knowledge creation and to promote the likelihood of research knowledge being implemented into practice (Gauvin, 2010;	Weiss, C. H. (1979). The many meanings of research utilization. Public Administration Review, September-October, 426-431. Gauvin, F. P. (2010). Deliberative Processes and Knowledge Translation. National Collaborating Centre for Healthy Public Policy. Quebec, Canada http://www.ncchpp.ca

	Weiss, 1979). The goal of an interactive model of knowledge translation is to make the researcher a part of the user group context (Jacobson et al., 2003).	Jacobson, N., Butterill, D. & Goering, P. (2003). Development of a framework for knowledge translation: understanding user context. Journal of Health Services Research & Policy, 8(2), 94–99.
Deliberative Process	Deliberative processes promote the exchange of information to relevant individuals to enable the critical review of an issue to negotiate an agreed position that can inform decision making (Gauvin, 2010). Deliberative processes are designed to support policy makers in understanding stakeholder values as well as assessing the strengths and weaknesses of a broad range of policy options (Kerkhof 2006).	Gauvin, F. . (2010) Deliberative Processes and Knowledge Translation. National Collaborating Centre for Healthy Public Policy. Quebec, Canada http://www.ncchpp.ca Kerkhof, M. (2006). Making a Difference: On the Constraints of Consensus Building and the Relevance of Deliberation in Stakeholder Dialogues. Policy Sciences 39(3): 279–99.
Dissemination	The Canadian Institute of Health Research (CIHR) (2010) suggests that dissemination "involves identifying the appropriate audience and tailoring the message and medium to the audience. Dissemination activities can include such things as summaries for/ briefings to stakeholders, educational sessions with patients, practitioners and/or policy makers, engaging knowledge users in developing and executing dissemination/implementation plan, tools creation, and media engagement." Dissemination should extend beyond the traditional avenue of sharing research finding through scientific, peer reviewed journals to modes of communication that will reach the end-users of research knowledge creation such as industry communication, conference	Canadian Institute of Health Research (CIHR) (2010) More about Knowledge Translation. Ottawa, ON: http://www.cihr-irsc.gc.ca/e/45321.html Graham, I. D., Logan, J., Harrison, M. B., Straus, S. E., Tetroe, J., Caswell, W., & Robinson, N. (2006). Lost in knowledge translation: time for a map?. The Journal of continuing education in the health professions, 26(1), 13–24.

	presentations and development of knowledge products (fact sheets, lay summaries, Graham et al., 2006).	
Dissemination Strategy	A plan that outlines how research findings will be shared with all users of research findings to promote implementation. Strategies include: • Identify key decision makers and end users of evidence • Summarising key findings in clear, simple and applied language • Plan to deliver research finding to key stakeholders • Promote methods of implementing evidence into practice An effective dissemination strategy considers those with lived experience, the target audience, the message to be communicated and strategies to help achieve this (Wilson al., 2010).	Wilson, P. M., Petticrew, M., Calnan M. W. et al. (2010). Disseminating research findings: What should researchers do? A systematic scoping review of conceptual frameworks. Implementation Science 5: 91.
E		
End-of-Grant KT	End-of-grant KT refers to the diffusion, dissemination and application of knowledge created by research to make users aware of the knowledge. Activities include typical dissemination and communication activities such as publications in peer-reviewed journals and conference presentations. End-of-grant KT can also involve providing a tailored version of findings e.g. summary briefing notes for stakeholders, interactive educational sessions with patients,	Canadian Institute of Health Research (CIHR) (2016). Knowledge Translation. Ottawa, ON: https://cihr-irsc.gc.ca/e/29418.html#7 accessed Sept 27, 2021

	practitioners and policymakers, media or using knowledge brokers (CIHR, 2016).	
Ethically sound Application of Knowledge	According to the Canadian Institute of Health Research (2016), ethically sound application of knowledge refers to KT activities that consider ethical principles and norms and social values of key stakeholders. The activities also take into consideration relevant complex and possibly competing legal and other regulatory frameworks.	Canadian Institute of Health Research (CIHR) (2016). Knowledge Translation. Ottawa, ON: https://cihr-irsc.gc.ca/e/29418.html accessed Sept 27, 2021
Evidence-informed practice	Evidence-informed practice combines the best available research with the experience and judgment of practitioners, and consumer representatives to deliver measurable benefits.	Ontario Centre of Excellence for Child and Youth Mental Health (2019). *Knowledge mobilization toolkit.* Retrieved September 27, 2021, from http://www.kmbtoolkit.ca/glossary-glossaire
Evidence-Based Practice	Evidence-based practice integrates the best available research evidence (external sources) in combination with clinical judgement and expertise, acknowledging the individuals values and preferences, within the context of the delivery of care (internal sources) (Haynes et al, 1997).	Haynes, R. B., Sackett, D. L., Richardson, W. S., Rosenberg, W., & Langley, G. R. (1997). *Evidence-based medicine: How to practice & teach EBM*. Canadian Medical Association. Journal, 157(6), 788.
F		
G		
Gap Analysis	Gap analysis measures the gap between the synthesised evidence and 'real world' policy and/or practice within the context of the current social and political environment and	Ebener, S., Khan, A., Shademani, R., Compernolle, L., Beltran, M., Lansang, M. A., & Lippman, M. (2006). Knowledge mapping as a technique to support knowledge translation. *Bulletin of the World Health Organization*, 84, 636-642. Retrieved September

	available resources. Such analysis assesses the direction that KT should take and is a key step in implementation (Ebener et al., 2006; Rushmer et al., 2019; Straus et al., 2013).	27, 2021, from https://www.scielosp.org/article/ssm/content/raw/?resource_ssm_path=/media/assets/bwho/v84n8/v84n8a15.pdf Sharon Straus, Jacqueline Tetroe & Ian D. Graham (eds). Knowledge Translation in Health Care: Moving from Evidence to Practice, 2nd Edition (2013) BMJ Books. ISBN: 978-1-118-41354-8. Rushmer R., Ward V., Nguyen T., Kuchenmüller T. (2019) Knowledge Translation: Key Concepts, Terms and Activities. In: Verschuuren M., van Oers H. (eds) Population Health Monitoring. Springer, Cham. https://doi.org/10.1007/978-3-319-76562-4_7
H		
I		
Implementation/Implementation Science/Implementation Research	In the context of KT, implementation refers to the movement of research evidence into practice to bring about the desired outcomes. Implementation science refers to the methods that are utilised to promote the systematic uptake of clinical research findings and other evidence-based practices into routine practice (Foy, Eccles & Grimshaw, 2001; Peter et al., 2013).	Foy, R., Eccles, M. & Grimshaw, J. (2001). Why does primary care need more implementation research? *Family Practice* 18:353-355. Peters, D. H., Adam, T., Alonge, O., Agyepong, I. A., & Tran, N. (2013). Implementation research: What it is and how to do it. *BMJ*, *347:f6753. doi:* *https://doi.org/10.1136/bmj.f6753*
J		
K		

Knowledge Broker/Brokering	An individual or organisation that is responsible for moving 'knowledge around and creating connections between researchers and their various audiences' (Meyer, 2010, p118). The Knowledge Broker aims to build relationships and networks between knowledge creators (researchers) and knowledge users (policy makers, clinicians).	Meyer, M. (2010). The rise of the knowledge broker. *Science Communication*, 32(1), 118-127. doi: https://doi.org/10.1177%2F1075547009359797
Knowledge Exchange (KE)	Knowledge exchange refers to the ongoing process whereby information and knowledge are shared between relevant individuals and groups. For knowledge exchange to be effective, there must be communication between knowledge users and researchers to promote mutual learning (Ward et al., 2012).	Ward, V., Smith, S., House, A., & Hamer, S. (2012) Exploring knowledge exchange: A useful framework for practice and policy. *Social Science & Medicine*, 74 (3), 297-304, doi: https://doi.org/10.1016/j.socscimed.2011.09.021.
Knowledge Management (KM)	Knowledge management refers to the collection and storage of different types of knowledge so that they can be accessed when needed (Shaxson & Bielak et al., 2012).	Shaxson, L., Bielak, A., Ahmed, I., Brien, D., Conant, B., Fisher, C., & Phipps, D. (2012, April). Expanding our understanding of K*(Kt, KE, Ktt, KMb, KB, KM, etc.). In *A concept paper emerging from the K* conference held in UNU-INWEH Hamilton, ON*.
Knowledge Mobilisation (KMb)	Knowledge mobilisation seeks to 'combine the expertise of knowledge stakeholders across disciplines, sectors and jurisdictions (including policy-makers, practitioners, researchers, service users and communities) to improve the development, communication and implementation of evidence and innovations.' (Haynes, et al., 2020, p 18).	Haynes, A., Rowbotham, S., Grunseit, A. et al. (2020) Knowledge mobilisation in practice: an evaluation of the Australian Prevention Partnership Centre. *Health Research Policy Systems,* 18, 13, doi: https://doi.org/10.1186/s12961-019-0496-0
Knowledge Synthesis	Knowledge synthesis aims to summarise and evaluate all available research relevant to a	Kastner, M., Tricco, A. C., Soobiah, C., Lillie, E., Perrier, L., Horsley, T., Welch, V., Cogo, E., Antony, J., & Straus, S. E. (2012). What is

	specific question. The process includes comprehensive literature searches as well as qualitative and quantitative synthesis methods. Knowledge synthesis can identify inconsistencies and gaps in the evidence to help define future research (Kester et al., 2012).	the most appropriate knowledge synthesis method to conduct a review? Protocol for a scoping review. BMC medical research methodology, 12, 114. https://doi.org/10.1186/1471-2288-12-114
Knowledge Transfer/Knowledge Exchange	Knowledge Transfer is described as 'a one-way process of sharing knowledge which can be construed as more of a teacher-student relationship than other knowledge-related activities and perhaps associated with mutual exploration of an issue' (Shaxson et al., 2012, p. 2). Knowledge Exchange is also known as Knowledge Translation and Exchange is 'a two-way process of sharing knowledge between different groups of people' (Shaxson et al., 2012, p. 2).	Shaxson, L., Bielak, A., Ahmed, I., Brien, D., Conant, B., Fisher, C., & Phipps, D. (2012, April). Expanding our understanding of K*(Kt, KE, Ktt, KMb, KB, KM, etc.). In *A concept paper emerging from the K* conference held in UNU-INWEH Hamilton, ON*.
Knowledge Translation (KT)	Knowledge Translation is defined by the Canadian Institutes of Health Research as a dynamic and iterative process that includes the synthesis, dissemination, exchange and ethically sound application of knowledge to improve health, provide more effective health services and products, and strengthen the health care system.' (Straus et al, 2009, p. 165)	Straus, S. E., Tetroe, J., & Graham, I. (2009). Defining knowledge translation. *CMAJ*, *181*(3-4), 165-168.

Knowledge User	A knowledge user is a person who will use research findings to inform decisions about health policies, programs and/or practices e.g. a practitioner, policymaker, educator, decision-maker, health care administrator, community leader.	CIHR (2010) More about Knowledge Translation. Ottawa, ON: Canadian Institutes of Health Research http://www.cihr-irsc.gc.ca/e/39033.html
Knowledge-to-Action Process	The Knowledge to Action Process conceptualises the relationship between knowledge creation and implementation of knowledge into practice. The action part of the process can be thought of as a cycle leading to implementation or application of knowledge. The Knowledge to Action (KTA) Framework (Graham et al., 2006) provides a framework to enable the knowledge to action process. Starting with Knowledge Creation (knowledge inquiry, knowledge synthesis, knowledge tools/products), knowledge is moved into practice by moving through the Action Cycle (identifying and appraising the problem and the known research, identifying barriers and successes, planning and executing, and finally monitoring, evaluating, and adjusting) (Straus et al, 2009).	Graham ID, Logan J, Harrison MB, Straus SE, Tetroe J, Caswell W, Robinson N: Lost in knowledge translation: time for a map? Journal of Continuing Education in the Health Professions 2006, 26:13-24 Straus, S. E., Tetroe, J., & Graham, I. (2009). Defining knowledge translation. *CMAJ*, *181*(3-4), 165-168.
L		
M		
N		

O		
Organizational Learning	Organisational learning refers to the process that occurs when an organisation uses the insights gained through experience to create knowledge (Finger & Brand, 1999).	Finger, M. and Brand, S.B. (1999) The Concept of the "Learning Organization" Applied to the Transformation of the Public Sector: Conceptual Contributions for Theory Development. In: Easterby-Smith, M., Araujo, L. and Burgoyne, J., Eds., Organizational Learning and the Learning Organization: Developments in Theory and Practice, Sage, London.
Outcome	'Short-term and medium-term effect of an intervention's outputs, such as change in knowledge, attitudes, beliefs, behaviours' (UNAIDS, n.d. p.5).	UNAIDS
Outcome evaluation	'Outcome evaluation focuses on measuring the intended effects of the program on the targeted population – short and/or intermediate outcomes such as changes in knowledge, skills, attitudes and behaviour. When planning an evaluation, it is important to focus on key outcomes that are important to stakeholders in order to ensure feasibility of the evaluation.' (KMB Toolkit)	Knowledge Mobilization Toolkit http://www.kmbtoolkit.ca/glossary-glossaire
Outputs	Research outputs refer to the results of program/intervention activities. These can include knowledge products or tools. (KMB Toolkit)	Knowledge Mobilization Toolkit http://www.kmbtoolkit.ca/glossary-glossaire
P		
Process evaluation	Process evaluation focuses on the services that were delivered to the targeted population, and is based on a comparison of the intended program implementation or	Knowledge Mobilization Toolkit http://www.kmbtoolkit.ca/glossary-glossaire

	delivery and intended target population (reach) with the actual implementation, delivery and reach. It tells us whether the program is being delivered as intended and what is working well. (KMB Toolkit)	
Q		
R		
Research Utilisation	Research utilisation refers to the use of research findings or evidence into practice. Is also referred to as knowledge translation, evidence uptake or implementation science (Weber, 2020)	Weber, A. (2020) Research utilization is the connective tissue between evidence and action Research utilization is the connective tissue between evidence and action | R&E Search for Evidence (fhi360.org) (accessed 27/09/2021)
S		
Stakeholder Engagement	A stakeholder is any individual, organisation, or community that has a direct interest in the process *and* outcomes of a research project or policy (Deverka et al, 2012). Stakeholder engagement refers to the process of consultation, collaboration, co-design and building networks with key stakeholders throughout a project and is essential to effective research and KT, particularly implementation (Department of Health, 2015).	Deverka, P. A., Lavallee, D. C., Desai, P. J., Esmail, L. C., Ramsey, S. D., Veenstra, D. L., & Tunis, S. R. (2012). Stakeholder participation in comparative effectiveness research: defining a framework for effective engagement. *Journal of Comparative Effectiveness Research*, *1*(2), 181-194. Dept of Health, (2015) Stakeholder Engagement Framework. Canberra https://www.health.gov.au/resources/publications/stakeholder-engagement-framework
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