Mobilising knowledge for tangible benefits with Inbal Itzhak

(Research Adjacent Episode 88)

Inbal translates research into accessible insights which improve brain health and care

https://researchadjacent.com/inbal-itzhak-episode-88/

[00:00:01] **Inbal Itzhak:** I like to say that I invented the field of knowledge translation all on my own, inside my head without knowing that it already existed

[00:00:10] **Inbal Itzhak:** I was just asking myself what is the value of my research out there in the world? How does society get anything back from it?

[00:00:18] **Inbal Itzhak:** Family care partners of somebody living with dementia, for example, they are experts at that, right? They are the experts at the experience of caregiving.

[00:00:29] **Inbal Itzhak:** I think without the citizen advisory group, the product that we would've had in the end would've been very scientifically accurate and probably quite inaccessible.

[00:00:40] **Sarah McLusky:** Hello there. I'm Sarah McLusky and this is Research Adjacent.

[00:00:47] **Sarah McLusky:** Each episode I talk to amazing research adjacent professionals about what they do and why it makes a difference. Keep listening to find out why we think the research adjacent space is where the real magic happens.

[00:01:03] **Sarah McLusky:** Hello there and welcome to Research Adjacent episode 88. Last time we were in the USA and today we scoot up to Canada to Toronto to meet my guest Inbal Itzhak. Inbal is a senior knowledge mobilization specialist for the Canadian Consortium on Neurodegeneration and Aging. Now, if you're based in the UK, you might have already figured out why I wanted to talk to Inbal.

[00:01:26] **Sarah McLusky:** Knowledge mobilization is a term that I hadn't really come across before. So I want you to find out exactly what Inbal does. The answer as you'll hear, is that Inbal does a lot of what I'd call research communication, engagement, and involvement. She helps researchers to plan, do, and share their research in ways that lead to tangible benefits for people living with neurodegenerative conditions like dementia.

[00:01:49] **Sarah McLusky:** In our conversation, we talk about some of the language and practice differences between the UK and Canada, why knowledge translation was a dream job for Inbal in the sense that she literally dreamt it up before discovering that it was an actual thing. And why building strong relationships with health professionals and people with lived experience makes both the research and the knowledge translation better.

[00:02:10] **Sarah McLusky:** Listen on to hear Inbal's story.

[00:02:14] **Sarah McLusky:** Welcome along to the podcast Inbal. It is fantastic to have you join us here all the way from Canada. So I wonder if we could begin by just hearing a little bit about who you are and what you do.

[00:02:27] **Inbal Itzhak:** Yes, so I'm a senior knowledge mobilization specialist. It's a very long title. I work at the Canadian Consortium on Neurodegeneration and Aging. It's a Canadian research network that focuses on dementia research and brain health research. And my role is basically to support the researchers in the network when they have findings to develop for knowledge mobilization. In other words to help them bring this science to use. The main two audiences that I help them reach are health professionals who can make use of the findings and the research, and people with lived experience of dementia. So families, people living with the illness and the general public as well. Because this is a condition that is very much of interest. It's so prevalent and the numbers are growing, so it is very much of interest for the general public and who wouldn't be interested in learning how to keep their brain healthy. So my, my role is really to work with the researchers who are, in not all, but many cases, not equipped to do that on their own. Yeah, they don't have the training, the, perhaps they don't have the time, the resources, the capacity. So that's my role.

[00:03:50] **Sarah McLusky:** Yeah. Fantastic. I've really interesting, one of the things that I love exploring on this podcast is all the different language and the descriptions, the ways things all merge together.

[00:04:00] **Sarah McLusky:** So your job role is knowledge mobilization. And that is a term that doesn't get used very much in the UK even though it sounds like the activities that you're describing are very much similar sorts of things that we do in the UK, but under different terms like public engagement or knowledge exchange, or research communication or things like that.

[00:04:23] **Sarah McLusky:** So tell me a bit about, is knowledge mobilization, is that a commonly used term in Canada? Is that?

[00:04:30] **Inbal Itzhak:** Yeah. So this is an affliction of a relatively new field. You don't find this issue with terminology as much when you look at very established professional fields like, I

don't know, nursing, for example, to go not too far off. So yeah, knowledge mobilization is currently the leading term for this line of work in Canada. Knowledge translation has been the term for a long time in the context of health and in recent years the funding the Canadian Funding Agency for Health Research has aligned by using the term knowledge mobilization. They moved away from using translation. But if you look at the scientific literature of the field that comes out of Canada and there's a lot, both of these terms will come up, knowledge mobilization and knowledge translation, and yes, I understand that I actually don't notice if it's specific to the UK or just, or Europe in general. I know there's a lot of implementation science as used, and I'd say knowledge mobilization is part of implementation science, but it's not so much the implementation part itself. And yeah, there's a lot of other terms and knowledge exchange is used here as well, but it's maybe a bit more broad, maybe a bit more in the context of private sector.

[00:05:54] **Sarah McLusky:** Okay.

[00:05:55] **Inbal Itzhak:** Using scientific, but those terms are very, there's what they're published about by scientists who work in this field, but what's really being used by practitioners and I don't know, health professionals and people who are maybe not the scientific leaders of the field. It moves around a little bit and then again, it's an affliction of a new field.

[00:06:19] **Sarah McLusky:** Yeah. So to help us understand then how we map what you do onto things that, that maybe, so most of my listeners are in the UK although there are, shout out to anybody listening elsewhere in the world 'cause I know there are some, tell us a bit on a kind of day-to-day basis about the sorts of things that you do.

[00:06:36] **Inbal Itzhak:** Yeah I will say that anyone with similar training to mine is probably doing different work. Point being that I can describe the day-to-day work, and I'll get into some example, but I will say that other people with the same professional certificate in other organizations are probably doing different things.

[00:06:58] **Sarah McLusky:** Interesting.

[00:06:58] **Inbal Itzhak:** Or slightly different things. Again, this is not, this is a field that's growing and coming into its own, so it's there's a lot of variety or variation, but what I do in the day-to-day. So an example is researchers come to us and say that they have some findings or that they have a project that they would like to eventually bring to families living with dementia.

[00:07:23] **Inbal Itzhak:** And we would help them engage some people who are of that audience to help together develop the kinds of tools or knowledge products that these people can eventually use.

[00:07:36] **Inbal Itzhak:** So we can develop with them things like infographics or videos or public talks that are adapted to those specific audiences. We will work with them on how to write. The explain and describe and share their science in plain language. So people outside of the scientific field can understand what they're talking about. We will help them connect with people from this target audience. And I gave the example of people with lived experience of dementia, but it could also be health professionals and what did they need, how to distill.

[00:08:12] **Inbal Itzhak:** Scientists wanna always share all the details. It comes from good ethics. But you need to know how to speak to an audience who's not a scientific audience, and we help them adapt their content to those other audiences. Does that give you an idea?

[00:08:29] **Sarah McLusky:** It does, yes. Yeah, and it does sound, as I say it, it's very much, sounds like it's mapping on to, yeah, some of what you're talking about there is what we would maybe call research communication. Some of what you're talking about there is what we would maybe call public or patient or stakeholder involvement as well. So yeah, it very similar types of work, but just slightly different terminology for it.

[00:08:53] **Sarah McLusky:** Yeah. But I think that's really useful to.

[00:08:55] **Inbal Itzhak:** I did learn recently that it, the distinction between using the word involvement and engagement I guess became a thing.

[00:09:03] **Sarah McLusky:** Yeah, it's definitely a thing.

[00:09:04] **Inbal Itzhak:** Between Canada and Europe, i, I, we did a session in collaboration with colleagues from Europe and the US, at an international scientific conference and the European person told us very clearly that the word, they have to use the word involvement because that's how they've defined that role. But as we go into the details, we learn that what, when we say engagement and when the Europeans say involvement, we really mean the same thing.

[00:09:31] **Sarah McLusky:** Yeah, I think so. And it's interesting that yeah. There are some nuances that I'm not gonna go into about, yeah, which one you use in which situation. But it's interesting that you say this knowledge mobilization in Canada is a sort of a new and emerging field. Maybe you could give us a little bit of the story of, how this has become a thing in Canada. What are the drivers for it? Why is this, is this something that's just been happening in the last few years or has it been, 10, 20 years it's been going on?

[00:10:05] **Inbal Itzhak:** I'm not sure I'm qualified. Yeah,

[00:10:07] **Sarah McLusky:** That's okay.

[00:10:08] **Inbal Itzhak:** But so yeah, I invite listeners if they wanna know the details and the accurate points about this to really go ahead and look up some of the leading work done in Canada. But I'd say it's been around growing as a scientific and practice field for about 20, 25 years.

[00:10:31] **Inbal Itzhak:** Approximately. And. It started, you, depending where you come from, you could say it started in different disciplines. I'm in the world of neuroscience and health. So I know that a lot of work has been done in knowledge translation in the health world. To, with the goal of accelerating scientific knowledge being used in the health field and health practice.

[00:10:57] **Inbal Itzhak:** As a field of practice, like a professional field. I think that's even a newer thing relatively speaking. I was recently at a conference, a knowledge mobilization conference when they did this little exercise asking people to stand up if they've been a practitioner in knowledge mobilization in the last two years, five years, and as the number of years increase, yeah, more and more people sat down and I think the few people who stood up at the very end have been working in it as practitioners for the last 20 years but that was rare. Also, the other thing is, again, to go to terminology is that the titles of these jobs could be very different, and they're doing the same thing, or they could be very different also in what they're doing, so they could be working on different parts of this maybe continuum of work from science to use and practice.

[00:12:00] **Sarah McLusky:** Yeah. Yeah. Because there's lots of different stages along the way and lots of different, as you say, some people might have more of an emphasis on working with one particular audience, or they might have more of an emphasis on producing materials or.

[00:12:15] **Inbal Itzhak:** And it depends, where you are located with the role. So one of my best collaborations has been working with someone with similar training doing a similar role, but they are sitting in a health organization, where I sitting in a research organization. So this person is the knowledge knowledge mobilization specialist in a health organization working directly with health professionals where, whereas I'm working directly with the researchers, so the two of us connecting has been one of the our best collaborations. We understand, we speak the same language, we understand each other. She can give me input from what the health professionals are looking for. What are the gaps? What are their needs?

[00:12:58] **Inbal Itzhak:** What are the tools that they prefer? What formats of information do they prefer? And I can bring her what new science is coming down the pipeline and then we do this magic together to create things that are actually useful for the health professionals.

[00:13:14] **Inbal Itzhak:** Yeah.

[00:13:15] **Sarah McLusky:** That does sound like a really valuable connection there. And as you say, it's often when you connect the dots, sometimes the most valuable person isn't necessarily your target audience, if that makes sense. The people that you want to reach at the end of the day.

[00:13:29] **Inbal Itzhak:** But you reminded me actually of a point that I think maybe is interesting for this podcast in particular 'cause as we're talking, it made me think of how much relationship building is a big part of my role, right? Connecting with people who are in the interest holders side of things or health practitioners or community organizations who are not connected to the research world. And then also building relationships with researchers and building trust with them that I can do this kind of work and represent it accurately and without losing scientific rigor and so much is relationship building. And as someone who is trained as a researcher, right? I have a PhD in cognitive neuroscience and I was trained as a scientist and as a researcher, and I feel like this particular skill of relationship building has not in my scientific training, I felt like it was used very minimally. Whereas in my role now, I use it all the time and I enjoy it. I enjoy the relationship building side of things. And so I think, when you're talking about research adjacent I don't think that, I suppose it really depends what research one is doing.

[00:14:46] **Inbal Itzhak:** But when I was being trained as a researcher, I didn't feel like I had to use this relationship building skill much. But in my current role, which is supporting research becoming useful, the impact of scientific findings, I feel like relationship building is really central and I don't see that there are a lot of roles in the big academic system who are doing that.

[00:15:14] **Sarah McLusky:** Yeah. I think that this comes up so frequently is the importance of having these people like you who can connect people and who can build those relationships and actually both how important that work is, but also how time consuming it can be and how invisible it can be because you don't, you're not producing something.

[00:15:37] **Sarah McLusky:** That you can point to and say, this is the thing that we've made, or at least it might be years down the line before you come to a thing that you can point to and say. Yeah. So

[00:15:47] **Inbal Itzhak:** Yeah, it's a hard thing to report on, right? 'Cause it's hard to grasp, but then when it bears fruit, and sometimes it takes a very long time. But when it does bear fruit. Amazing things can happen, but yes, thank you for acknowledging that it is invisible work.

[00:16:04] **Sarah McLusky:** Yeah. Yeah. Invisible, but really important. So when you say that isn't something that you, that's a part of you that you weren't using when you worked as a researcher, was that what drew you to doing this work? Or was it something else?

[00:16:17] **Inbal Itzhak:** Maybe instinctively it was, but I don't think I was aware of that. Yeah, I, the thing that drew me to knowledge mobilization and out of the researcher seat and into the knowledge mobilizer seat was that I felt that my research, I was just asking myself what is the value of my research out there in the world? So I spent some public money. A lot of research is funded by public funds, we spent some money, and then what? What is the value? How does society get anything back from it? How does anybody get anything? It really bothered me that there was no connection, and I still love neuroscience and I'm still very interested in some of the fundamental questions about how cognition works in the brain, but I don't, this wasn't, it wasn't enough of a motivator for me to stay in that field as a researcher, because I really felt that it's important that the work has some kind of impact value outside of the discovery itself. And sometimes, discoveries need to build one on top of the other, on top of the other until they, they really have significant societal benefits.

[00:17:32] **Inbal Itzhak:** And that's totally fine. But societal benefits can even be scientific literacy just for people to have a certain awareness of what the scientific world does. Why is it doing things the way it's doing it? We saw some issues with scientific literacy during the pandemic, so there's value even in that.

[00:17:51] **Inbal Itzhak:** Not everything that we share about science with the public has to always be, the solution to a disease. The big things. Of course, we want those things, but even sharing about the scientific process is of value t o the world outside of science.

[00:18:10] **Sarah McLusky:** Yeah, definitely. And I think, as you say, because sometimes those, those tangible benefits can be a long way down the line, can't they? And that's always a question that comes up is people are like, they'll leave this work until the end of the research 'cause they think that once they get to the end of the research, that's when they'll have something to say.

[00:18:30] **Sarah McLusky:** But actually, if you're looking at things which build relationships and which build trust over time, you can't just wait till the end of the research. Or if you want to do research that's in collaboration with the people who might be able to use it you also can't just wait till the end. So yeah, it has to be baked into the process, doesn't it?

[00:18:49] **Inbal Itzhak:** Yeah. And there, there's a term that's being used in the Canadian world of knowledge mobilization and knowledge translation, and a lot has been written on it called Integrated Knowledge Translation. And there are other approaches that have been compared to it, like participatory research is a well known one, but in, in the philosophy of integrated knowledge translation, if I hope I'm representing it well, the idea is that the target knowledge user is engaged in the research process from early stages in the research. Yeah. Why is that? One aspect is that those target knowledge users who are participating are more likely to really pick it up and use it afterwards. 'Cause they understood from the process. But of course you can't do that with every single practitioner, let's say. I don't know if you're talking about physicians, you can involve a few in a particular project. Yeah. But to me, the biggest thing about

integrated knowledge translation or participatory research is that the long term involvement or engagement of these target knowledge users in the research projects, in the research in general, hopefully should steer research questions and research and efforts towards questions that are very meaningful to these knowledge user audiences. And that's. That's really the biggest thing.

[00:20:21] **Inbal Itzhak:** Sometimes researchers come up with some fundamental research questions that are really early inquiry and they, it makes sense on its own. Those are foundational pieces. But if we want to make, to benefit health professionals and if we wanna benefit ultimately the people that they work with, the population, the public who gets treated.

[00:20:44] **Inbal Itzhak:** We should have the, those people engaged so that they help researchers in a way ask the right questions or the relevant questions. Or sometimes just tweak those questions to make the outcomes than of that research be more relevant and more useful.

[00:21:04] **Sarah McLusky:** Yeah. Yeah. So I wonder if, do you have any examples of things that you've done through this current role through the dementia research that you're working with at the moment where something like that has made a difference? So whether it's been, some user involvement has helped to slightly change the questions, or you've created some materials in collaboration that have been really useful.

[00:21:27] **Inbal Itzhak:** So a lot of the work that I've done, was on creating knowledge mobilization products. And in those cases, it wasn't changing research questions themselves. But it was definitely changing how we present research findings to people outside. And one example was educational online program that created for building health literacy around brain health. So it's called Brain Health Pro. It's not a commercial product. You can look it up online.

[00:21:59] **Inbal Itzhak:** And then we had a citizen advisory group of older adults who reviewed the entire content that was produced for this educational program, intended for older adults like themselves. They had a committee and they reviewed the entire content and there were cases there where they would triage the content.

[00:22:23] **Inbal Itzhak:** Let's say researchers sent them a chapter about vascular and heart health and how it's related to brain health. And it's supposed to be content that then people who are not scientists who want to learn about how to maintain their brain health are learning from. So these, this advisory committee reads the content and often they would just give comments and feedback to the researchers and say, explain this, the terminologies too scientific, this is, I don't need to know this to know the bottom line, et cetera. But there were some cases where a chapter wouldn't even pass the triage. Ooh. They the people from the committee would doing the triage, would send it back to the researcher and say, we're not sharing this with the committee. It needs to be simplified more, explain more, less details explain in terminology that an average person could understand. And then I would be working with the researchers. And it was, I'm not saying this to disrespect any of the researchers involved, just to say that really this is a skillset that's different than

[00:23:32] **Sarah McLusky:** It really is

[00:23:33] **Inbal Itzhak:** being a scientist and in the process, the researchers learned more about science communication, and they had me as a support link to help adapt the chapters, bring it back to the committee and there were multiple rounds like that of feedback. And I think without the citizen advisory group, the product that we would've had in the end would've been very scientifically accurate and probably quite inaccessible.

[00:24:04] **Sarah McLusky:** That sounds like fantastically useful process. It reminds me of when I was first doing research communication work, and I had a really brutal editor, and at the time I would just dread sending stuff to her because it would come back with so many corrections and it felt so pedantic, but I learned so much from it. It made me a much, much better writer. And I think it's always, whenever I am training people in research communication, I can give people the basics as I'm sure you do. You can say you've gotta use not use jargon and yeah. Until you actually have that back and forth process with somebody who, who can say. They'll take that. I'm sure those researchers took that feedback on board much more than if it had come from you. No disrespect meant to you

[00:24:55] **Inbal Itzhak:** Right, but it does. No but it has a validity to it. That comes from expertise. We like to say that we're all experts when we sit on a team that in includes people who are not researchers. But are people with lived experience of dementia, family care partners of somebody living with dementia, for example, they are experts at that, right? They are the experts at the experience of caregiving. And sometimes some researchers also have lived experience of their own, of course. And I, we do not dismiss that. It's important to acknowledge the idea being is that there's a variety of expertise, and knowledge and perspectives. And the more we're able to combine all of them, listen to all of them, learn from all of them, the end products are gonna be more relevant to the people who meant to use them.

[00:25:47] **Sarah McLusky:** Yeah, absolutely. More useful in the end, which is what we all want, isn't it? Yeah. So you said you've hinted there at that you were originally a researcher. So tell us a bit about you. You started out in neuroscience yourself. What made you want to transfer to the work that you're doing now or was it something that just evolved over time?

[00:26:09] **Inbal Itzhak:** Yeah. It's a little of a funny story because I like to say that I invented the field of knowledge translation all on my own, inside my head without knowing that it already existed and somebody's already come up with it before, and I invented it for myself inside my imagination. I just was going through this thinking process around the end of my PhD that I really want the scientific findings to have use in the outside world.

[00:26:36] **Inbal Itzhak:** And I was thinking, what if people who need science would come and talk to me and I will help them understand it. And a friend of mine told me it's a thing already. Yeah. And I described it like that. She said go Google knowledge translation and you'll see. Yeah. And I did. And it was a big light bulb.

[00:26:56] **Inbal Itzhak:** And then I just really looked into opportunities to learn more about that field.

[00:27:00] **Sarah McLusky:** And then, so in terms of making that transition, was that a fairly straightforward process or were there any kind of, did you do qualifications? Did you just go and get experience? How did you navigate that?

[00:27:13] **Inbal Itzhak:** I did both actually. Initially I I worked, I basically worked on my own. I tried to get a postdoc doing knowledge mobilization research. I thought that would be good training and a logical transition, but I was not able to secure funding. So I couldn't do that kind of postdoc. And so I decided I'm gonna do it anyways.

[00:27:36] **Inbal Itzhak:** And I made myself a little website and a profile and found one volunteer project. I say volunteer just to be very explicit about the fact that nobody was paying me and I volunteered myself to do this. I knew someone who was working as a speech pathologist and I

asked her, what are some of your knowledge needs as a practitioner team, you and your colleagues? Where do you feel like you'd like to learn more about? And I'll go and do the research for you and I'll come and explain to you what I've found and we'll have a discussion and see if it's useful for you. And I did that and it was. I think it was a perfect thing because it was really getting my hands wet with what I imagined myself that I want to be doing.

[00:28:25] **Inbal Itzhak:** It still took a while from that point to really doing it for real or, in, in a real position. I eventually. Was lucky enough in my previous job to have been to be sent for a knowledge translation professional certificate at Sick Kids Hospital in Toronto. And the certificate is from University of Toronto.

[00:28:50] **Inbal Itzhak:** There's a excellent program there led by Melanie Barwick. And they have these professional certificate programs that is a week long and it's really meant for people in similar roles to the one that I have now, people who are working in organizations where they need someone to be that link between science and practice, science and science use.

[00:29:16] **Inbal Itzhak:** And that was, I think, a really good start. Yeah. Yeah. But it took a while, to be, and those things cost money, of course, et cetera.

[00:29:26] **Sarah McLusky:** It does, but I think it's also really useful for anybody listening who's thinking about making a transition like this, to understand that maybe you need to get some skills, you need to maybe do that voluntary work. Certainly when I first came into science communication, I did voluntary work and minimum wage work and all of that to get a foot in the door to meet people. And yeah, as you say, sometimes it's a qualification that opens the door. But yeah, you've got to, you've gotta knock on a few doors. You've got to put yourself out there and hone what you're doing.

[00:29:56] **Inbal Itzhak:** The only thing I would say about that is that it to, I think it's important to mention, I don't like unpaid work, any kind of unpaid work, and nobody does, and I'm not a supporter of that. The reason why I did what I did was because I really needed. I needed the experience, but not just for the CV. I needed the experience for myself to feel, what is it really like? I had this idea in my head of bringing science into use. I had to try it out. And do something and see how that felt and could it really be meaningful to these practitioners. And it was my first attempt. But through discussion with them eventually I think it was of use for them. And it helped me a lot to have a vision of what can be done, and it really actually motivated me to try harder to get into the field as a professional. So I'd say that if people make these choices of doing unpaid work, either to build experience or to get the feeling of it for yourself, just be clear to yourself. Why are you doing it and what limitations you're putting on it. And if at any point you feel like it's becoming abused, then, then you really wanna step away from that.

[00:31:18] **Sarah McLusky:** Yeah, absolutely. That is fantastic advice. And as you say, although I always encourage people that if they do want to transition from, whatever they're doing now into something quite different, it's inevitable you're gonna have to do something to build your skills and prove that you can make that leap. Otherwise, nobody's gonna give you a job, frankly. But but yeah, as you say, putting some limits on it, whether that's in terms of the amount of work that you'll do or the level of responsibility, in a way that feels good for you because yeah, I have definitely seen as I, it sounds like you have as well, some people really being taken advantage of in those kind of situations. Yeah.

[00:31:59] **Inbal Itzhak:** Yeah. And I know that PhD graduates, when they come out and they're trying to transition, they're desperate from some, for some work, and maybe we'll do things for little pay yeah.

[00:32:07] **Sarah McLusky:** Yeah. It's a delicate balance. Yeah. Yeah. So I do like to ask all of my guests on the podcast, but if they had a magic wand and they could change something about the world that they work in, so perhaps the knowledge mobilization world for you what would you do? So you've got unlimited time and money, what would you use your magic wand for?

[00:32:28] **Inbal Itzhak:** I always had this imagination of a situation whereby there's a, an authority of sorts. We have all sorts of, if you're thinking countrywide, but any country, in any country, right? You have, I don't know, government ministries like a Ministry of Health or science sometimes, and you have funding agencies.

[00:32:54] **Inbal Itzhak:** What if there was a body that was recognized and well-known and centralized to some extent, whose role was really to take science into use in all fields, right? Knowledge mobilization is done in health and education, in agriculture and you name it. I wish that there was an entity like that. I'm thinking of Canada as my prime example.

[00:33:21] **Inbal Itzhak:** If imagine there was an entity like that would be known, that would be recognized that also as a brand, when you say to a civilian, Ministry of Health, they know what you're talking about. Whether or not they trust it is a different question. I wish, I'm not sure this model would necessarily work, but I wish there was a way to try it out without, losing all that much.

[00:33:44] **Inbal Itzhak:** So with a magic wand, I'd definitely try that to have sort of a centralized place where both researchers know that there's a reliable place to go if they wanna communicate their science outward and share it elsewhere. And also a place that would help you as a researcher build relationships with the target knowledge users.

[00:34:08] **Inbal Itzhak:** And would do this in a systematic way, right? I am one person, or I, and I work with two more people in my team. We're a very small team supporting hundreds of researchers to do knowledge mobilization. Obviously, we don't reach all of them, we can't support all of them, but if there was a system that was built and set up for it, that any researcher in the country would know this is the place to go for science communication. This is the place to go for implementation. But when we have an innovation. And they would know the processes and they could guide us. And then the public and the health professionals and the education professionals will also trust what comes out of that place because it would be known as that authority that does that.

[00:34:53] **Inbal Itzhak:** So that's my little dream.

[00:34:54] **Sarah McLusky:** That sounds like a fantastic dream. And there was somebody, I'm trying to think who it was in one of the earlier episodes, who wanted to create something which made that connecting of researchers with their potential users of the research. Some kind of network or connecting thing for that. So yeah there's definitely appetite for it. I dunno how we would do it, but it is a magic wand after all. Yeah, give it a wave and see, thank you so much, Inbal, for taking the time to come along and tell us about the work that you do and what this knowledge mobilization, engagement, involvement, impact, whatever you call it in Canada, is like. If people want to find out more about you and the work that you do, whereabouts would you send them?

[00:35:39] **Inbal Itzhak:** If they people are interested in the work that we do with the Canadian Consortium on Neurodegeneration and Aging, they can go to our website ccna-ccnv.ca and I can be found on LinkedIn with my name.

[00:35:56] **Sarah McLusky:** Fantastic. We'll get links to both of those and put them in the show notes so people can come and connect with you if they want to find out more.

[00:36:03] **Sarah McLusky:** So thank you so much for taking the time and sharing all the work that you've been doing. It's really interesting.

[00:36:12] **Inbal Itzhak:** My pleasure. Thank you.

[00:36:15] **Sarah McLusky:** Thanks for listening to Research Adjacent. If you're listening in a podcast app, please check you're subscribed and then use the links in the episode description to find full show notes and to follow the podcast on LinkedIn. You can also find all the links and other episodes at www.researchadjacent.com.

[00:36:30] **Sarah McLusky:** Research Adjacent is presented and produced by Sarah McLusky, and the theme music is by Lemon Music Studios on Pixabay. And you, yes you, get a big gold star for listening right to the end. See you next time.