Effective Implementation

Virtual Training for DBHR Prevention Providers

October 8, 2024

Presenters

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https://hd.wsu.edu/research-labs/impact-lab/

Agenda

Introductions & Opening Discussion

Context and Stage Setting

Barriers and Solutions

Tools and Resources

Debrief

Who are you?

- Name

- Role

- In 1 word, what brings you joy in your work?

Acknowledgements

- The content for this training was developed by using concepts and modifying materials from the ***Active Implementation HUB***.

- The ***Active Implementation HUB*** is a free, online learning environment for use by any interested party — practitioners, educators, coaches, trainers, purveyors — involved in the active implementation and scaling up of programs and innovations. The site goal is to increase the knowledge and improve the performance of persons engaged in actively implementing any program or practice.

Video

Objectives

Apply concepts of effective implementation using the Implementation Stages Planning Tool.

Engage with peers to identify solutions to common implementation barriers.

Explore tools and resources that support effective implementation to achieve program outcomes.

Effective Implementation

We achieve **effective implementation** when programs...

✓ Are delivered with quality

✓ Are delivered with fidelity to core components

✓ Are sustained across time

✓ Reach and engage the community in a way that meets their needs

✓ Achieve their intended goals and objectives

Context & Stage Setting

The Formula for Success

Effective Practice ✖ Effective Implementation ✖ Enabling Context = Socially Significant Outcomes
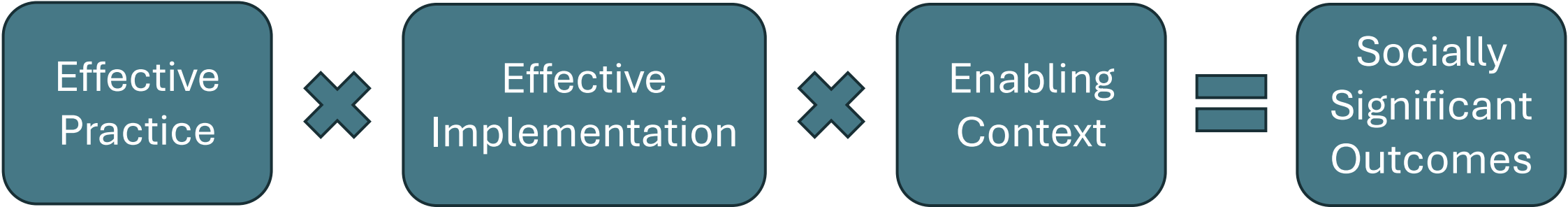
Implementation Stages

EXPLORATION

INSTALLATION

INITIAL
IMPLEMENTATION

FULL
IMPLEMENTATION

Exploration: Finding the best fit.

Form an **implementation team** to support the process

Document the need

Select the program/practice that matches the need while balancing acceptability and feasibility of implementing

Garner buy-in from leaders and partners

Implementation Teams

Group of engaged and committed staff responsible for "making it happen" by supporting full, effective, and sustained implementation.

What do we want in a team?

Knowledge of evidence-based program	Engage in systems change
Application of implementation science	Flexibility to change as needed
Use of improvement cycles	Available capacity and willingness

https://implementation.fpg.unc.edu/implementation-practice/teams/

Implementation Team Competencies

- Nurture and build relationships

- Build teams through development & management

- Facilitate change through training and coaching

- Make data-informed decisions to support change

- Understand program components and connection to outcome

Forming an Implementation Team

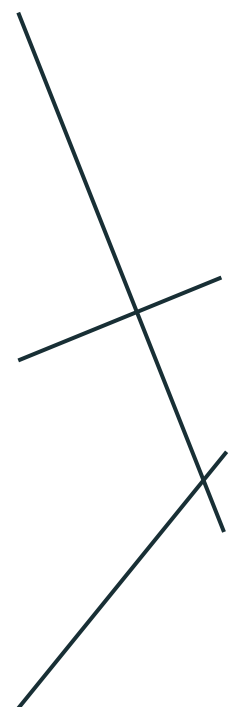| What competencies are needed? |
| Who has these competencies? |
| Given the work, how many are needed? |

TEAM:	INNOVATION:
Name	
Affiliation	
Role	
Expertise	
Responsibility	

https://implementation.fpg.unc.edu/implementation-practice/teams/

Exploration Stage Checklist

EXPLORATION STAGE ACTIVITIES

Activity	In Continuous Improvement	In Progress	Not Yet Initiated
			(Choose one)
E1. Grow relationships with stakeholders with a variety of diverse perspectives and inclusive of voices not traditionally prioritized.	☐	☐	☐
E2. Develop an Implementation Team representative of the staff, organization and community that are the participants in and recipients of needed changes.	☐	☐	☐
E3. Cultivate Sponsors/Champions that have the authority and cultural capital to promote change.	☐	☐	☐
E4. Assess and create readiness for team, staff, and organization.	☐	☐	☐
E5. Identify changes needed, existing assets, and potential root causes.	☐	☐	☐
E6. Scan or assess what is currently in place to address the change needed (Initiative Inventory).	☐	☐	☐
E7. Identify and learn about other potential practices or programs to address the change needed.	☐	☐	☐
E8. Assess fit and feasibility of options to address the change needed. Consider need, fit, evidence, usability, capacity, and supports (Hexagon Tool).	☐	☐	☐
E9. Using fit and feasibility assessment results, identify the option to implement, or choose to reassess need and potential options, or choose not to proceed.	☐	☐	☐
E10. Develop communication processes and messages.	☐	☐	☐
E11. Determine what actions will be needed to optimize readiness and develop staff capacity, as well as organization and systems changes needed for the identified option.	☐	☐	☐

Installation: Setting ourselves up for success.

Effective and efficient implementation team

Supports are in place

Plan for collecting and using data to make decisions

Channels of communication

Installation

Stage

Checklist

INSTALLATION STAGE ACTIVITIES

Activity	In Continuous Improvement	In Progress	Not Yet Initiated
I1. Ensure the practice/program is clearly defined.	☐	☐	☐
I2. Revisit implementation team membership to ensure needed perspectives.	☐	☐	☐
I3. Ensure the implementation team has the appropriate knowledge, skills, functions and authority to support infrastructure development and improvement of the program/practice.	☐	☐	☐
I4. Convene implementation team regularly to use data (e.g., fidelity, program/process, outcome) to critically examine and improve implementation.	☐	☐	☐
I5. Develop plan for implementation:			
• Develop selection protocols for practitioners.	☐	☐	☐
• Develop Training/Professional Learning Plans.	☐	☐	☐
• Develop coaching plans.	☐	☐	☐
• Develop data systems (what data, how data will be collected, used, and shared).	☐	☐	☐
• Develop decision making criteria for success and scaling.	☐	☐	☐
I6. Secure and develop infrastructure resources and supports needed for the program/ practice.	☐	☐	☐
I7. Select practitioners.	☐	☐	☐
I8. Provide initial training for practitioners.	☐	☐	☐
I9. Review and refine needed policies and procedures.	☐	☐	☐
I10. Develop and use feedback loops between practitioners, leadership, community partners, and stakeholders to ensure effective communication.	☐	☐	☐

Initial Implementation: Trying it out.

Select individuals are using program/practice

Follow data collection and feedback to iterate and improve

Program/practice fidelity and feasibility

Initial Implementation Stage Checklist

INITIAL IMPLEMENTATION STAGE ACTIVITIES	In Continuous Improvement	In Progress	Not Yet Initiated
	(Choose one)		
II1. Convene implementation team regularly to use data (e.g., outcome, fidelity, process) to critically examine and improve implementation.	☐	☐	☐
II2. Practitioners begin delivery/use of program/practice.	☐	☐	☐
II3. Implement Coaching Supports.	☐	☐	☐
II4. Continue Training/Professional Learning as needed.	☐	☐	☐
II5. Gather data and feedback through multiple sources including staff, practitioners, recipients, families, and stakeholders to monitor progress.	☐	☐	☐
II6. Use a process to develop improvement strategies through analysis of data and feedback.	☐	☐	☐
II7. Refine implementation infrastructure (i.e., training, coaching, data systems, leadership supports and resources) based on data and feedback.	☐	☐	☐
II8. Use feedback loops with leadership, practitioners, staff, recipients, and stakeholders to communicate about progress, improvement strategies and success.	☐	☐	☐
II9. Use decision making criteria for expanding use of the practice/program.	☐	☐	☐

Full Implementation: A new way of doing.

Data feedback process informs decision-making

Providers delivering with fidelity and ease

Evaluation data indicating improved outcomes

Full Implementation Stage Checklist

FULL IMPLEMENTATION STAGE ACTIVITIES

	In Continuous Improvement	In Progress	Not Yet Initiated
	(Choose one)		
F1. Convene implementation team regularly to use data (e.g., fidelity, program/process, outcome) to critically examine and improve implementation.	☐	☐	☐
F2. Monitor and improve implementation supports and resources as needed to sustain implementation.	☐	☐	☐
F3. Continue to collect and use data for improvement (e.g., fidelity, program/process, outcome).	☐	☐	☐
F4. Continue the training and coaching supports to maintain skillful use of the program or practice.	☐	☐	☐
F5. Continue to use feedback loops with leadership, practitioners, staff, recipients and stakeholders to communicate about progress, improvement strategies and success.	☐	☐	☐
F6. Evaluate for expected outcomes.	☐	☐	☐

Identifying the Stage

EXPLORATION

INSTALLATION

INITIAL IMPLEMENTATION

FULL IMPLEMENTATION

Considering a new practice.

Selected but not yet implemented.

Implemented but not with fidelity.

Implemented and it's going well.

Is the organization considering implementing a new practice?

Start here.

Has the organization selected a practice to implement?
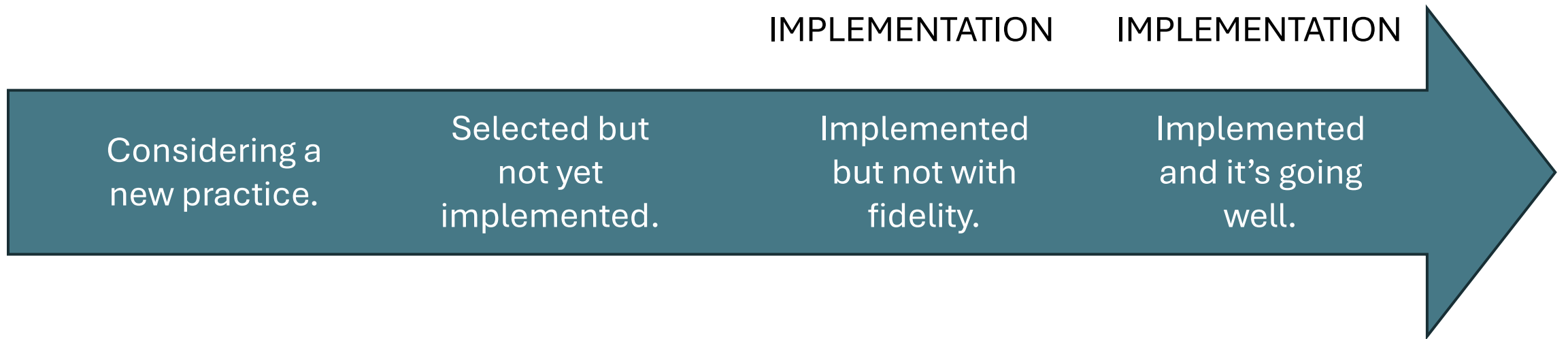
Yes → The organization is in **EXPLORATION**

Have staff (e.g., education staff) already started implementing the new program or practice?

No → The organization is in **INSTALLATION**

Yes →

Are the majority of staff implementing the new program or practice with fidelity?

No → The organization is in **INITIAL IMPLEMENTATION**

Yes → The organization is in **FULL IMPLEMENTATION**

Effective Implementation: Identifying Barriers

Where do things go wrong?

EXPLORATION

INSTALLATION

INITIAL IMPLEMENTATION

FULL IMPLEMENTATION

After you open the website, click on the + at the bottom right of the screen to add your responses. Click 'publish' so everyone can see it.

Scan the QR code and enter your responses.

https://padlet.com/EW_WSU/DBHR

Common Implementation Barriers

Exploration	Installation	Initial Implementation	Full Implementation
• Poor fit • Lack of understanding of logic model • Challenges engaging partners • Where to find EBPs • Bias against research • No plan for data	• Staff turnover • Training not available • Underestimating resources needed • Lack of interest from participants • Lose partners/ champions	• Need to adapt • Balance fidelity & adaptation • Lack of engagement/ participation • Unexpected (e.g., illness, weather) • Lack of confidence • Program doesn't work/got stalled	• Maintaining fidelity • Recruiting participants • Sustaining • Leadership change/ lack of buy-in • Poor participation (attendance/ evaluation) • Facilitator resigned, poor quality

Time for a break!

Effective Implementation: Identifying Solutions

Fishbowl Activity

Fishbowl (inner circle): 3-4 CPWI/CBO providers share 'the good, bad, and the ugly – informally, concretely, and openly about a challenge your community faced implementing an evidence-based program and how you overcame it.

Everyone else (outer circle): turn your camera off – listen, observe, take notes and formulate questions using the worksheet.

Goal: Based on your experiences, identify solutions for effectively addressing common implementation barriers.

Fishbowl Debrief

- What themes did you hear?

- What strategies might you be able to use when you have implementation challenges?

Effective Implementation: Tools & Resources

How to strike the right balance between fidelity & adaptation?

To achieve effective implementation, you must strike the right balance.
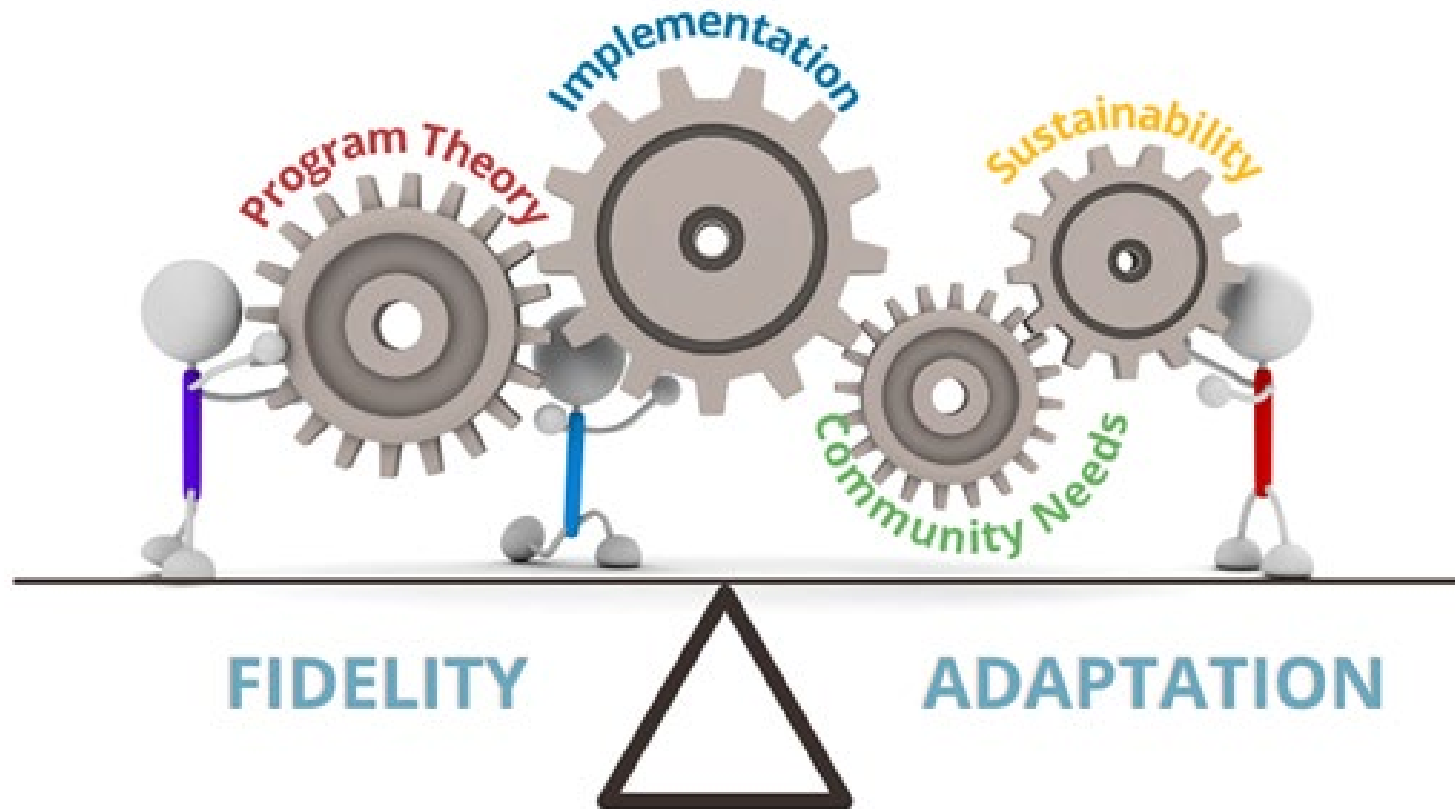
Best Practices Guide for Balancing Fidelity & Adaptation

Cooper, B.R., Parker, L. A., & Diaz Martinez, A. (2019). Balancing fidelity & adaptation: A best practices guide for evidence-based program implementation. WSU Publications, retrieved at: https://hdl.handle.net/2376/16873

1: Select the EBP that best meets your needs

- Are targeted outcomes relevant & acceptable?

- Strong evidence with targeted population?

- Will content & methods be accessible & appealing to targeted population?

- Pick a program that will need the least amount of adaptation and one whose developer/trainer is willing to work with you

The **NIRN's Hexagon Tool** can be used by communities to better understand how a new or existing program fits into an implementing site's existing context.
https://nirn.fpg.unc.edu/resources/hexagon-exploration-tool

2: Determine key program elements

- Ideally, you can get this info from the program developer/trainer

- Gather program materials

- Statement of goals, summary of underlying theory, facilitator guide

- Develop program logic model

The **CDC's SELECT, ADAPT, EVALUATE!** offers tools for how to identify the essential elements of your program.
https://vetoviolence.cdc.gov/apps/adaptation-guidance/

The **University of Kansas's Community Toolbox** offers excellent resources for developing a program logic model. http://ctb.ku.edu/en

https://vetoviolence.cdc.gov/apps/adaptation-guidance/

Strategic Planning Pro Tip: The CPWI Strategic Plan Template has prompts asking questions about fidelity and adaptation. If you plan to use an external, validated tool like the ones we discuss today, you can reference them in the text of your strategic plan. This can set the stage for future success and short-term plan approval.

The **CDC's SELECT, ADAPT, EVALUATE!** provides a worksheet for 'estimating essential elements' of violence prevention programs. https://vetoviolence.cdc.gov/sites/vetoviolence.cdc.gov.apps.violence-prevention-practice/files/estimating-essential-elements-of-program-508.pdf

ELEMENTS

What
- Knowledge, skills, and messages delivered through program activities

How
- How it should be delivered
- Instructional methods, setting, timing

Who
- Characteristics of who should ideally deliver the program

QUESTIONS TO CONSIDER

1. What messages will be communicated?
2. What knowledge will be increased?
3. What skills will be developed?

1. What are the recommended teaching methods?
2. How many sessions should be delivered, for how long, and over what period of time?
3. What setting will best support learning?

1. What skills and experiences will help facilitators deliver essential content?
2. What other characteristics (e.g., credibility) will help a facilitator successfully deliver program?

3: Assess the need for adaptation

- Identify & categorize mismatches

    - Program goals/objectives

    - Characteristics of target population

    - Characteristics of implementing agency

    - Characteristics of community

- In consultation with developer & using best-practice guidelines, decide if adaptation is necessary

> The **CDC's SELECT, ADAPT, EVALUATE!** offers tools for how to select and adapt an EBP to fit your community. https://vetoviolence.cdc.gov/apps/adaptation-guidance/

4: Adapt the program using best practices

- If needed, make adaptations in consultation with program developer/trainer

- Acceptable ('green light') vs. risky ('red light') adaptations

- Stay true to duration, intensity, and key elements of the program

The **CDC's SELECT, ADAPT, EVALUATE!** offers guidance on "green light" and "red light" adaptations. https://vetoviolence.cdc.gov/apps/adaptation-guidance/

The **MADI Decision-Making Guide** offers questions to consider when making adaptation decisions. https://doi.org/10.1186/s13012-020-01021-y

GREEN LIGHT CHANGES

» Usually minor
» Made to increase the reach, receptivity, and participation of the community
» May include:
  – Program names
  – Updated and relevant statistics or health information
  – Tailored language, pictures, cultural indicators, scenarios, and other content

Proceed with minor adaptations to improve fit for your community, setting, target population.

YELLOW LIGHT CHANGES

» Typically add or modify intervention components and contents, rather than deleting them
» May include:
  – Substituting activities
  – Adding activities
  – Changing session sequence
  – Shifting or expanding the primary audience
  – Changing the delivery format
  – Changing who delivers the program

Proceed with caution if adaptations do not interfere with program theory/core components.

RED LIGHT CHANGES

» Changes to core components of the intervention
» May include:
  – Changing a health behavior model or theory
  – Changing a health topic or behavior
  – Deleting core components
  – Cutting the program timeline
  – Cutting the program dosage

Unacceptable adaptations can come from the developers themselves, which means that providers and implementation teams must be vigilant and understand the theory of change for their program before adopting new versions of programs, even if they come from trusted sources.

Implementation Science At A Glance: A Guide for Cancer Control Practitioners: https://cancercontrol.cancer.gov/sites/default/files/2020-07/NCI-ISaaG-Workbook.pdf

The **CDC's SELECT, ADAPT, EVALUATE!** offers guidance on "green light" and "red light" adaptations. https://vetoviolence.cdc.gov/apps/adaptation-guidance/

What

- Knowledge, skills, and messages delivered through program activities

The essential element: The session should increase understanding that drug use affects adolescent and young adult brain development.

Possible adaptation: Implementer changes a brief lecture about adolescent drug use and brain development into a group conversation.
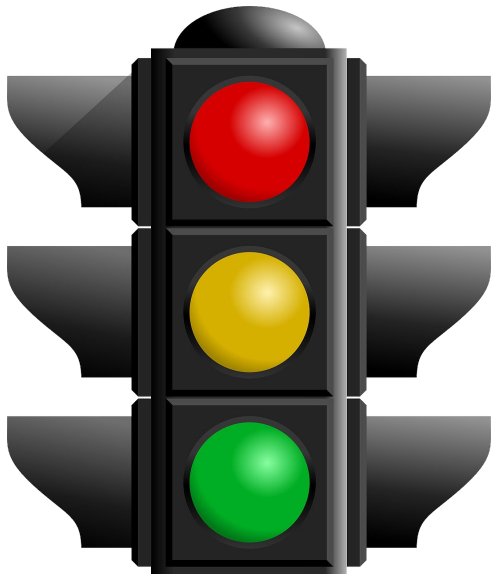
Is this a green light or red light adaptation?

This may be **red light** if...participants talk over one another and key messages and activities are contradicted.

This may be **green light** if...key messages and activities about adolescent drug use and brain development are delivered and discussion is well managed.
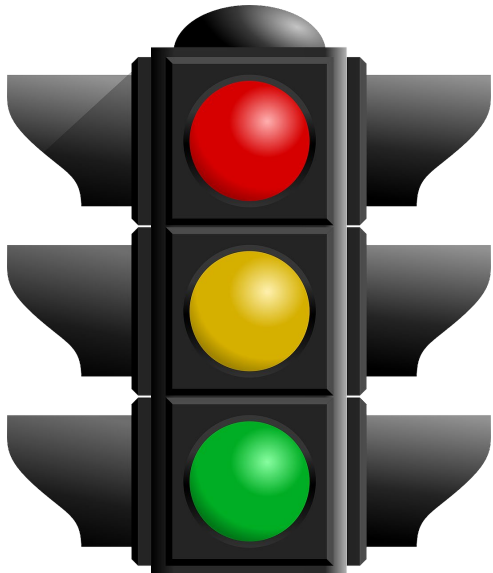
The **CDC's SELECT, ADAPT, EVALUATE!** offers guidance on "green light" and "red light" adaptations. https://vetoviolence.cdc.gov/apps/adaptation-guidance/

How

- How it should be delivered
- Instructional methods, setting, timing

The essential element: Each session should be delivered for 60 minutes.

Possible adaptation: To develop rapport with participants, the implementer delivers for 90 minutes.

Is this a green light or red light adaptation?

This may be **red light** if...Participants express disinterest and discomfort.

This may be **green light** if...Participants are engaged in activities and become more comfortable with implementer.
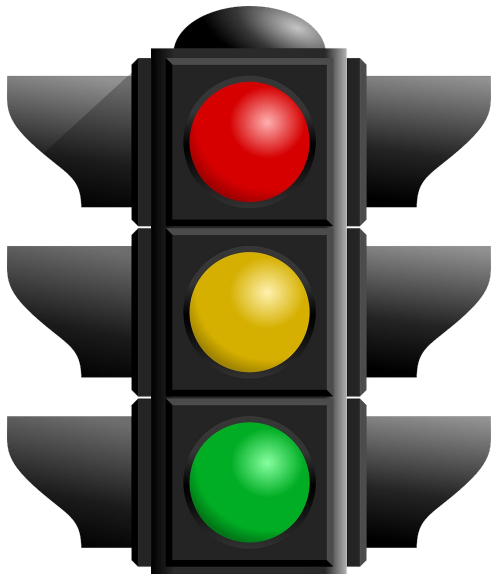
The **CDC's SELECT, ADAPT, EVALUATE!** offers guidance on "green light" and "red light" adaptations. https://vetoviolence.cdc.gov/apps/adaptation-guidance/

Who

- Characteristics of who should ideally deliver the program

The essential element: The implementer should be at ease discussing content and facilitating discussion.

Possible adaptation: A substitute delivers a session.

Is this a green light or red light adaptation?

This may be **red light** if...The substitute does not believe in the key messages of the session and reads the curriculum verbatim.

This may be **green light** if...The substitute understands and buys into the key messages and delivers them in an engaging manner.

5: Document, monitor, & improve

- Document and discuss progress regularly

  - Fidelity

  - Adaptations

  - Participant engagement

  - Participant outcomes

- Use implementation monitoring tools

- Stay up to date on program revisions

The **CDC's SELECT, ADAPT, EVALUATE!** offers tools for tracking and evaluating adaptations. https://vetoviolence.cdc.gov/apps/adaptation-guidance/

The **Active Implementation Hub** offers tools for developing improvement cycle processes. https://implementation.fpg.unc.edu/implementation-practice/improvement-cycles/

Debrief & Closing

Sources for Additional Support

- Attend office hours with Center for CTC staff every 1st Thursday from 2-4pm and 3rd Tuesday from 9-11am.
  - See Athena Form Calendar for details: https://theathenaforum.org/training-calendar/month

- If you haven't already, join the Northwest PTTC email list for upcoming training opportunities. They also have recorded webinars and other tools available on their website.
  - https://pttcnetwork.org/center/northwest-pttc/

Objectives

Apply concepts of effective implementation using the Implementation Stages Planning Tool.

Engage with peers to identify solutions to common implementation barriers.

Explore tools and resources that support effective implementation to achieve program outcomes.

We value your feedback! Let us know how we did by completing this brief survey.

Scan the QR code and enter your responses.

https://wsu.co1.qualtrics.com/jfe/form/SV_bBLeFYAGcfosaLs

Links to Tools & Resources

- Active Implementation Hub: https://implementation.fpg.unc.edu/implementation-practice/

- Implementation Stages: https://implementation.fpg.unc.edu/implementation-practice/stages/

- Implementation Teams: https://implementation.fpg.unc.edu/implementation-practice/teams/

- Implementation Stages Planning Tool: https://implementation.fpg.unc.edu/wp-content/uploads/Implementation-Stages-Planning-Tool.v8-NIRN-only-Fillable.pdf

- NIRN Hexagon Tool: https://nirn.fpg.unc.edu/resources/hexagon-exploration-tool

- CDC's Select, Adapt, Evaluate: https://vetoviolence.cdc.gov/apps/adaptation-guidance/

- University of Kansas's Community Toolbox: http://ctb.ku.edu/en

- CDC Worksheet 'estimating essential elements' of violence prevention programs: https://vetoviolence.cdc.gov/sites/vetoviolence.cdc.gov.apps.violence-prevention-practice/files/estimating-essential-elements-of-program-508.pdf

- MADI Decision-Making Guide: https://doi.org/10.1186/s13012-020-01021-y

- Implementation Science At A Glance: A Guide for Cancer Control Practitioners: https://cancercontrol.cancer.gov/sites/default/files/2020-07/NCI-ISaaG-Workbook.pdf

- Implementation Improvement Cycles: https://implementation.fpg.unc.edu/implementation-practice/improvement-cycles/

- Northwest Prevention Technology Transfer Center (NW PTTC): https://pttcnetwork.org/center/northwest-pttc/