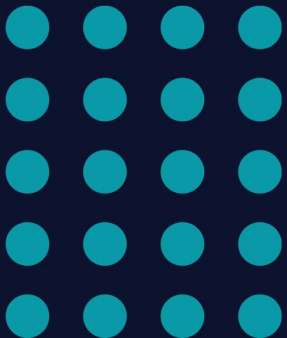# INNOVATIONS INSTITUTE

Effective Implementation of Evidence-Based Practices 101

Angela Weeks, DBA

Jill Farrell, PhD

UCONN
SCHOOL OF SOCIAL WORK
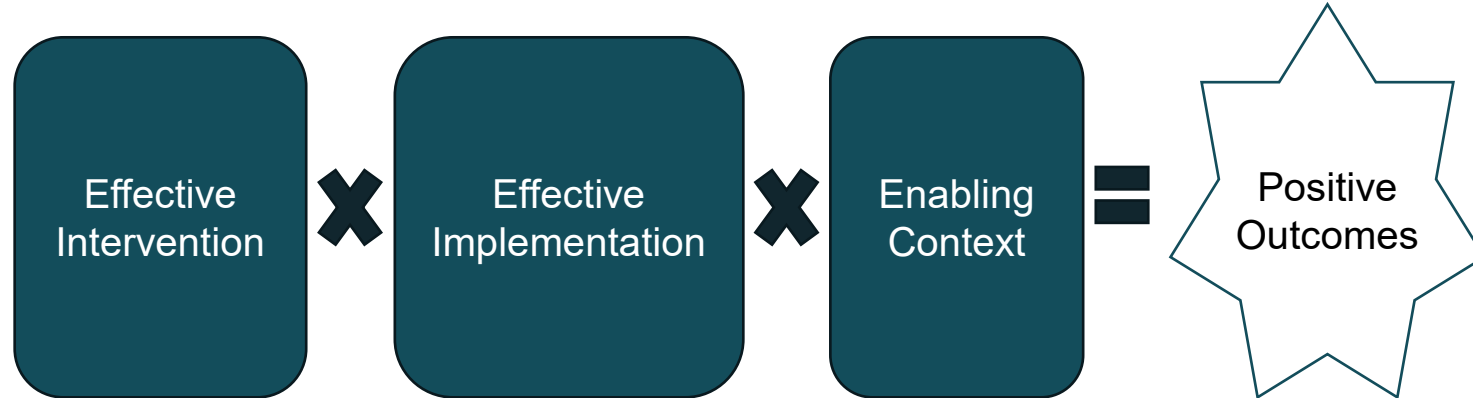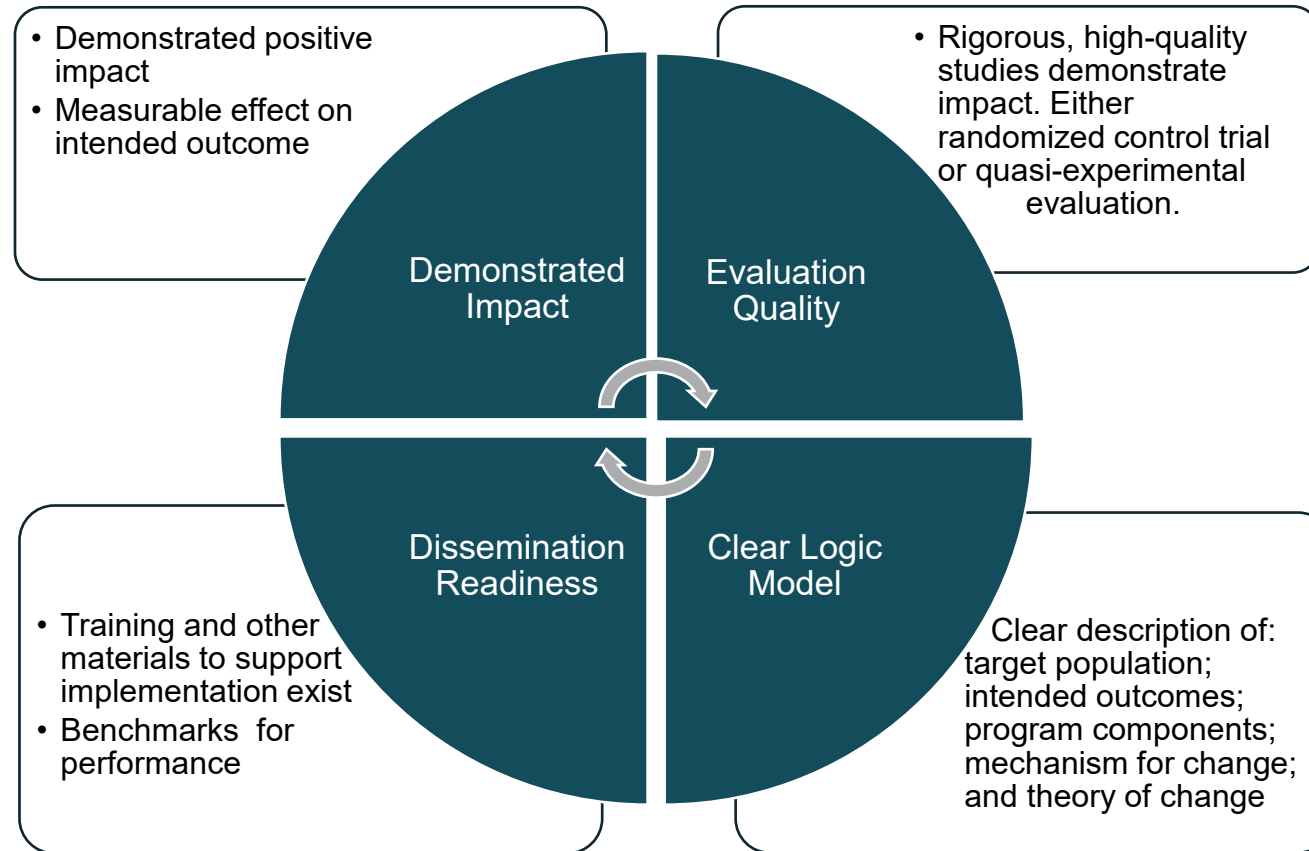INNOVATIONS INSTITUTE

Learning Objectives

- Explain what is an evidence-based practice and the value of using EBPs

- Understand the purpose of using an implementation framework to guide your efforts

- Gain important methods for measuring readiness

- Apply continuous quality improvement processes to practice
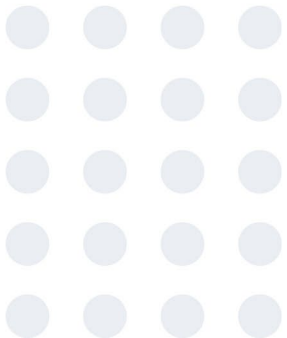
Positive Outcomes For Youth & Families Requires Effective Implementation

Effective Intervention **✕** Effective Implementation **✕** Enabling Context **=** Positive Outcomes

UCONN
SCHOOL OF SOCIAL WORK
INNOVATIONS INSTITUTE

Components of Evidence-Based Practices

- Demonstrated positive impact
- Measurable effect on intended outcome

- Rigorous, high-quality studies demonstrate impact. Either randomized control trial or quasi-experimental evaluation.

Demonstrated Impact

Evaluation Quality

Dissemination Readiness

Clear Logic Model

- Training and other materials to support implementation exist
- Benchmarks for performance

Clear description of: target population; intended outcomes; program components; mechanism for change; and theory of change

Source: The Institute for Innovation and Implementation, University of Maryland, School of Social Work

UCONN
SCHOOL OF SOCIAL WORK
INNOVATIONS INSTITUTE

Fidelity

- "Fidelity assessment is defined as indicators of doing what is intended. This definition requires a) knowing what is intended, and b) having some way of knowing the extent to which a person did what was intended." (NIRN)

- Fidelity is an important measure of effective implementation.

- It requires both adherence to the model as well as competence in practice delivery.

- Fidelity standards and monitoring reduce the potential for "model drift."

Adherence + Competence = Fidelity

UCONN
SCHOOL OF SOCIAL WORK
INNOVATIONS INSTITUTE

EBP Fidelity is Important for Client Outcomes

Functional Family Therapy Model Adherence & Clinical Outcomes
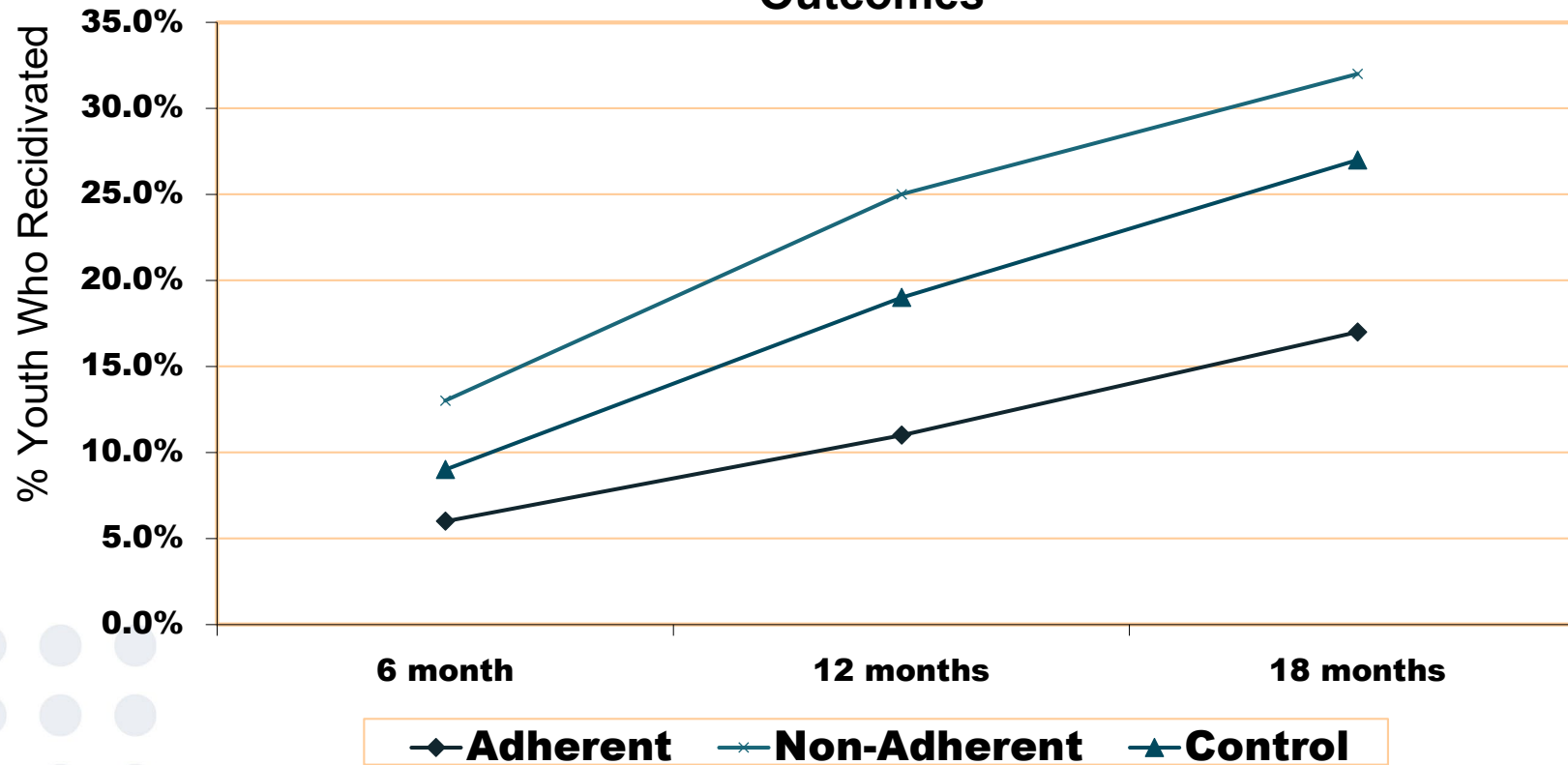
With high adherence, significant positive outcomes:

38% reduction in felony crime
50% reduction in violent crime

Low adherence led to worse outcomes than control condition

Legend: Adherent — Non-Adherent — Control

Source: Washington State/ Juvenile Rehab Admin Study of Functional Family Therapy (2004)

EBP Resources

- Co-Occurring Collaborative Serving Maine: https://ccsme.org/ccbhc-maine/

- National Council for Mental Wellbeing: CCBHC Evidence-Based Practice Reference Guide

- California Evidence-Based Clearinghouse for Child Welfare: http://www.cebc4cw.org/

- Blueprints for Healthy Youth Development: http://www.blueprintsprograms.com/

- National Child Traumatic Stress Network: https://www.nctsn.org/treatments-and-practices

UCONN
SCHOOL OF SOCIAL WORK
INNOVATIONS INSTITUTE

What is implementation science?

Implementation Science is the study of methods to promote the uptake of research findings and other evidence-based practice into routine practice and, hence, to improve the quality and effectiveness of health services (Eccles and Mittman, 2006).

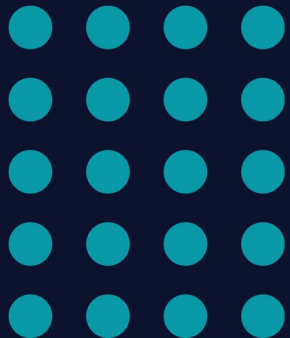[Welcome to Implementation Science | Implementation Science (springer.com)](springer.com)

UCONN
SCHOOL OF SOCIAL WORK
INNOVATIONS INSTITUTE
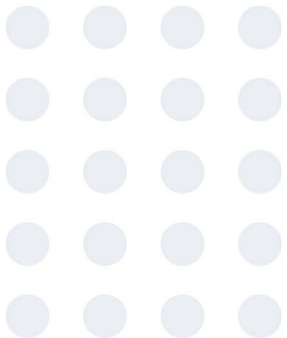
What is a framework?

A framework gives us a roadmap or checklist to help guide the implementation process.

Frameworks help us do 3 things

- Describe implementation (What is it?)
- Identify benchmarks of implementation (How to do it?)
- Evaluate implementation (Did it work?)

Innovations Institute's Implementation Science Framework

Explore the problem, including client experiences and data indicators, and create a plan to move toward the desired experience.

Continually assess system, organization, and model needs through QA lens and using both PDCA and PDSA cycles, address barriers and make quick course corrections as needed
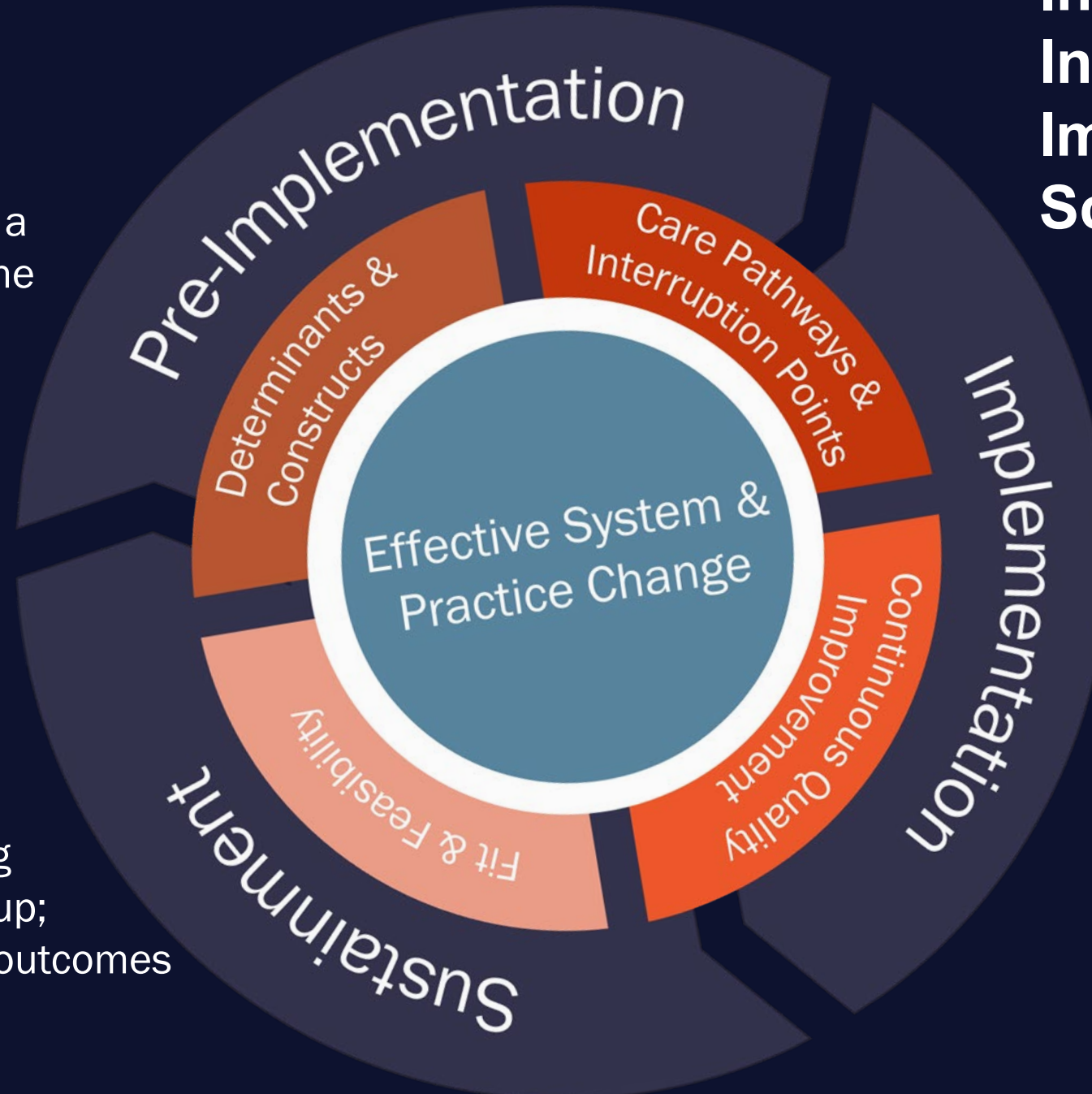
Continue reform or installation including replication or scale up; monitor progress & outcomes

Pre-Implementation

Implementation

Sustainment

Determinants & Constructs

Care Pathways & Interruption Points

Continuous Quality Improvement

Fit & Feasibility

Effective System & Practice Change

UCONN
SCHOOL OF SOCIAL WORK
INNOVATIONS INSTITUTE

Pre-Implementation: Initial Steps

- Create an implementation team, including those with lived experience

- Assess needs

- Explore evidence

- Examine intervention components

- Consider implementation drivers

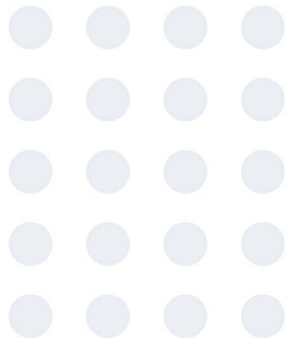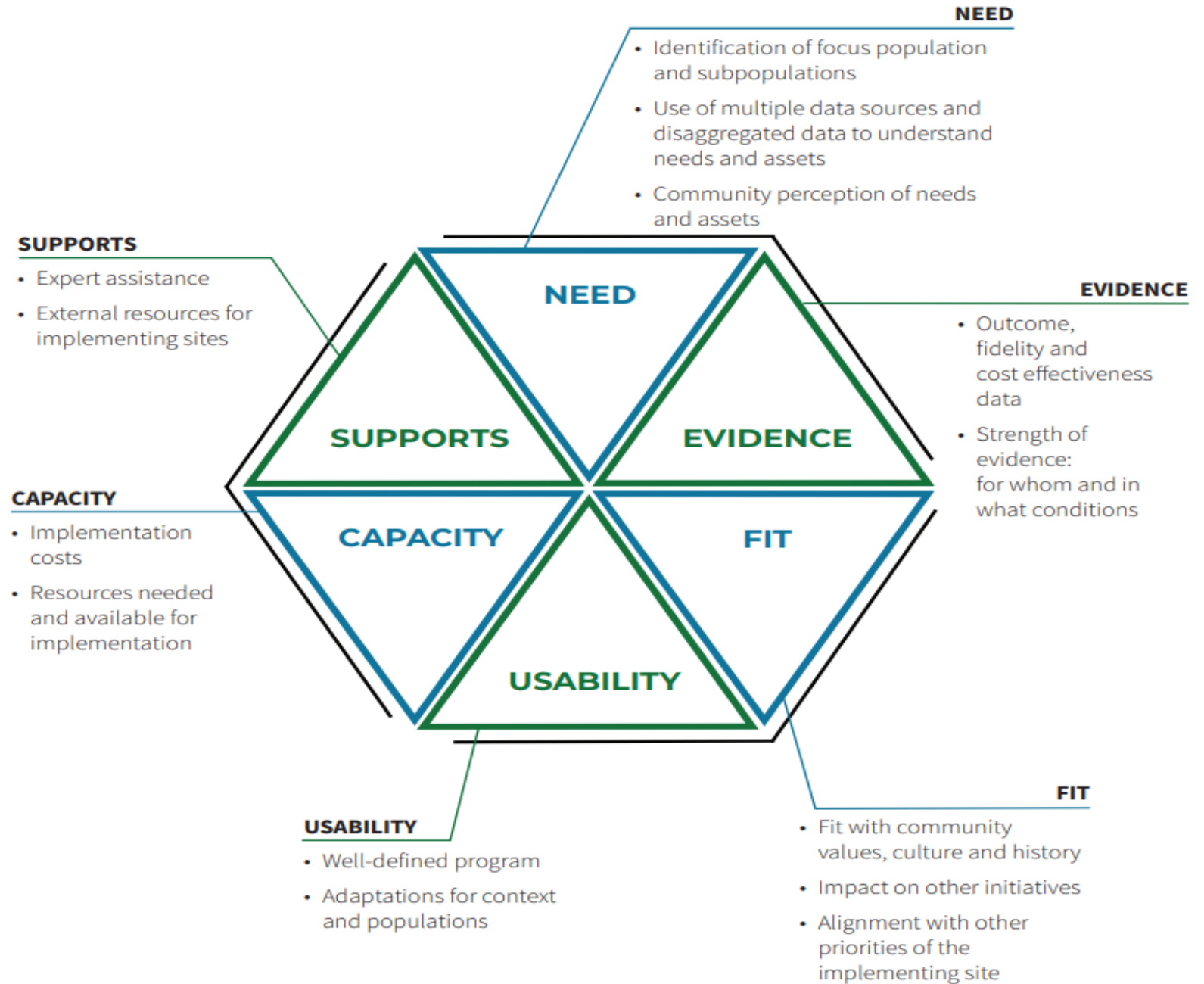- Assess fit and feasibility, including cultural relevance

Adapted from The National Implementation Research Network

UCONN
SCHOOL OF SOCIAL WORK
INNOVATIONS INSTITUTE

Implementation Team Responsibilities

- Needs assessment and EBP selection

- Readiness assessment

- Develop, support, and oversee an implementation plan

- Champion the change effort and secure resources

- Plan for sustainability

- Address implementation barriers and identify opportunities for improvement or expansion
  - Include and incorporate youth/family perspective on barriers and opportunities for improvement

- Use data to monitor progress and make informed decisions to ensure success (e.g., PDSA cycle)

UCONN
SCHOOL OF SOCIAL WORK
INNOVATIONS INSTITUTE

Assessing Program Fit

The Hexagon: An Exploration Tool (NIRN)

NEED
- Identification of focus population and subpopulations
- Use of multiple data sources and disaggregated data to understand needs and assets
- Community perception of needs and assets

SUPPORTS
- Expert assistance
- External resources for implementing sites

EVIDENCE
- Outcome, fidelity and cost effectiveness data
- Strength of evidence: for whom and in what conditions

CAPACITY
- Implementation costs
- Resources needed and available for implementation

USABILITY
- Well-defined program
- Adaptations for context and populations

FIT
- Fit with community values, culture and history
- Impact on other initiatives
- Alignment with other priorities of the implementing site

Key Readiness Indicators

- Have you identified the right problem? How do you know?

- Have you identified the right solution? How do you know?

- Do your policies and protocols support the work you are about to do?

- Do you have the right team in place to implement and integrate the message/work?

- Do you have the right financing/resources to support effective implementation?
  - Coaching, supervision, fidelity, and training support for your staff
  - Time needed to scale up a new intervention

- Will your climate support the change?

UCONN
SCHOOL OF SOCIAL WORK
INNOVATIONS INSTITUTE

Readiness Resources

- National Implementation Research Network's (NIRN) [Implementation Stages Planning Tool (unc.edu)](unc.edu)

- Exploration, Planning, Implementation, & Sustainment (EPIS) site lists several scales measuring different factors/constructs [Measures and Tools for EPIS Constructs — EPIS Framework](#)

- Re-AIM has an interactive planning tool [Interactive RE-AIM Planning Tool – RE-AIM](#)

- The Consolidated Framework for Implementation Research has a list of their constructs that can help conceptualize readiness [CFIR-Updated Comprehensive Matrix Blue.xlsx (cfirguide.org)](cfirguide.org)

- Organizational Readiness Assessment Checklist for TeamSTEPPS initiative: [Organizational Readiness Assessment Checklist (ahrq.gov)](ahrq.gov)

UCONN
SCHOOL OF SOCIAL WORK
INNOVATIONS INSTITUTE

Staff Readiness to Change Practice

Psychological safety is key!
- Do staff feel comfortable admitting when they need help? When they've made a mistake? How are mistakes viewed or handled?
- Are staff encouraged to try new things?

How many other new initiatives has your organization started but not maintained? Acknowledge this with staff and describe what you will do differently to maintain their efforts on the new initiative.

Do staff have a shared interest in changing practice?
- Do staff know the value of data and EBPs?
- Do they believe what you are doing will help their workload?

UCONN
SCHOOL OF SOCIAL WORK
INNOVATIONS INSTITUTE

Pre-Implementation, Next Steps

- Acquire resources

- Prepare implementation drivers
    - Prepare organization(s)
    - Prepare leadership
    - Make administrative changes
    - Select and prepare staff
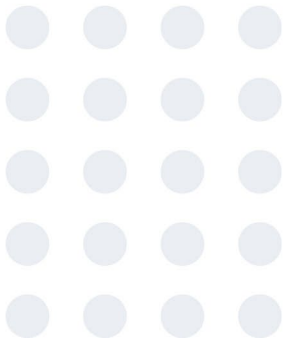
Individual Readiness Resources

Psychological Safety Assessment: [Team Learning and Psychological Safety Survey](#)
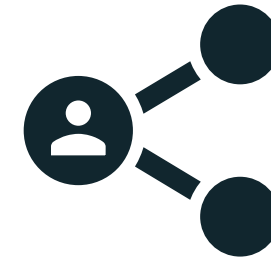
Individual Staff Readiness to Change Assessment: [2_-change_readiness_assessment_0426 111.pdf (ecfvp.org)](#)

UCONN
SCHOOL OF SOCIAL WORK
INNOVATIONS INSTITUTE
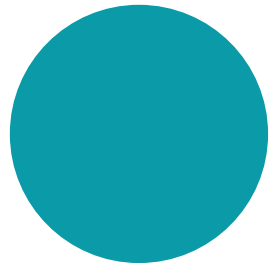
Most Important Factors that Effect Implementation

Important Factors for Evidence-Based Implementation in Child Welfare Settings: A Systematic Review

Angela Weeks

Studies were primarily mental health programs and parenting programs.

UCONN
SCHOOL OF SOCIAL WORK
INNOVATIONS INSTITUTE
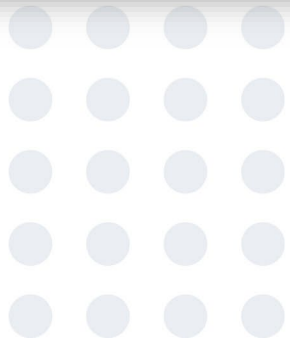
Is your program ready to implement?

Criteria for Interventions that are Usable and Coachable	(3) Yes	(2) Developing	(1) Not Yet	Notes/Right Next Steps
1 We have clear, written descriptions of the program to include values and principles.				
2 The program has clear information on who is eligible to enroll in the program and who is not.				
3 The core components of the program are clearly defined and we know why each is important.				
4 Each core component is defined with good examples so that interventionists know what they need to say, do, and provide to perform those core components.				
5 We have a fidelity tool that captures the performance of core components.				
6 We have a fidelity tool that can be used in a typical service setting.				
Total Score: Average:				

This tool has been adapted from *Blase, K.A. & Fixen, D.L (2019). Practitioner Assessment of Coaching, Active Implementation Research Network, Chapel Hill, NC.*

UCONN
SCHOOL OF SOCIAL WORK
INNOVATIONS INSTITUTE

Readiness to Use Data

- How are you currently using data?
- Do you have someone who can analyze and brief you on data on a consistent basis?
- Do you have a climate that values data?
- Do you already share data with staff and community?
- Do you have the resources (money, people, and time) to collect, analyze, and brief data on a regular basis?

Resource: National Implementation Research Network's (NIRN) [Implementation Stages Planning Tool (unc.edu)](unc.edu)

UCONN
SCHOOL OF SOCIAL WORK
INNOVATIONS INSTITUTE

The Importance of Communication

- Communication for families, staff, and stakeholders
  - Brochures (particularly directed to key audiences)
  - Social media
  - Newsletters/branded emails

- Communication for staff
  - Clear point people
  - Staff talking points to support referring and engaging families; educating partners
  - Written provider/referring agency referral protocols
  - Staff meetings and trainings

- Both are important and part of strategic planning!

UCONN
SCHOOL OF SOCIAL WORK
INNOVATIONS INSTITUTE
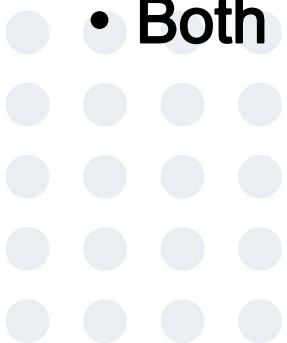
Implementation

- Assess and adjust implementation supports
- Manage change
- Assess fidelity
- Deploy data systems
- Initiate improvement cycles
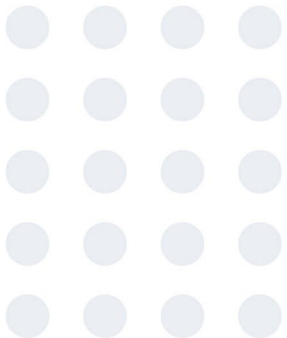
Sustainment

! Think about sustainability in all stages

What does sustained practice look like?

- Monitor and improve implementation drivers

- Achieve fidelity and outcomes

- Monitor organization and systems supports

UCONN
SCHOOL OF SOCIAL WORK
INNOVATIONS INSTITUTE

Continuous Quality Improvement

Use of **teams** and **data**
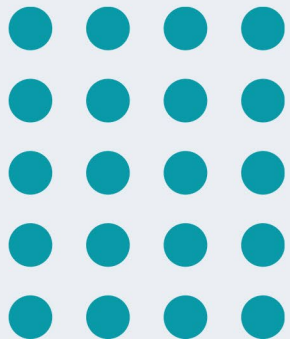
CQI is an ongoing process to achieve measurable improvements in the efficiency, effectiveness, performance, accountability, outcomes, and other indicators of quality for programs/systems

UCONN
SCHOOL OF SOCIAL WORK
INNOVATIONS INSTITUTE

CQI Conceptual Framework

Source: Derrick-Mills et al., 2014
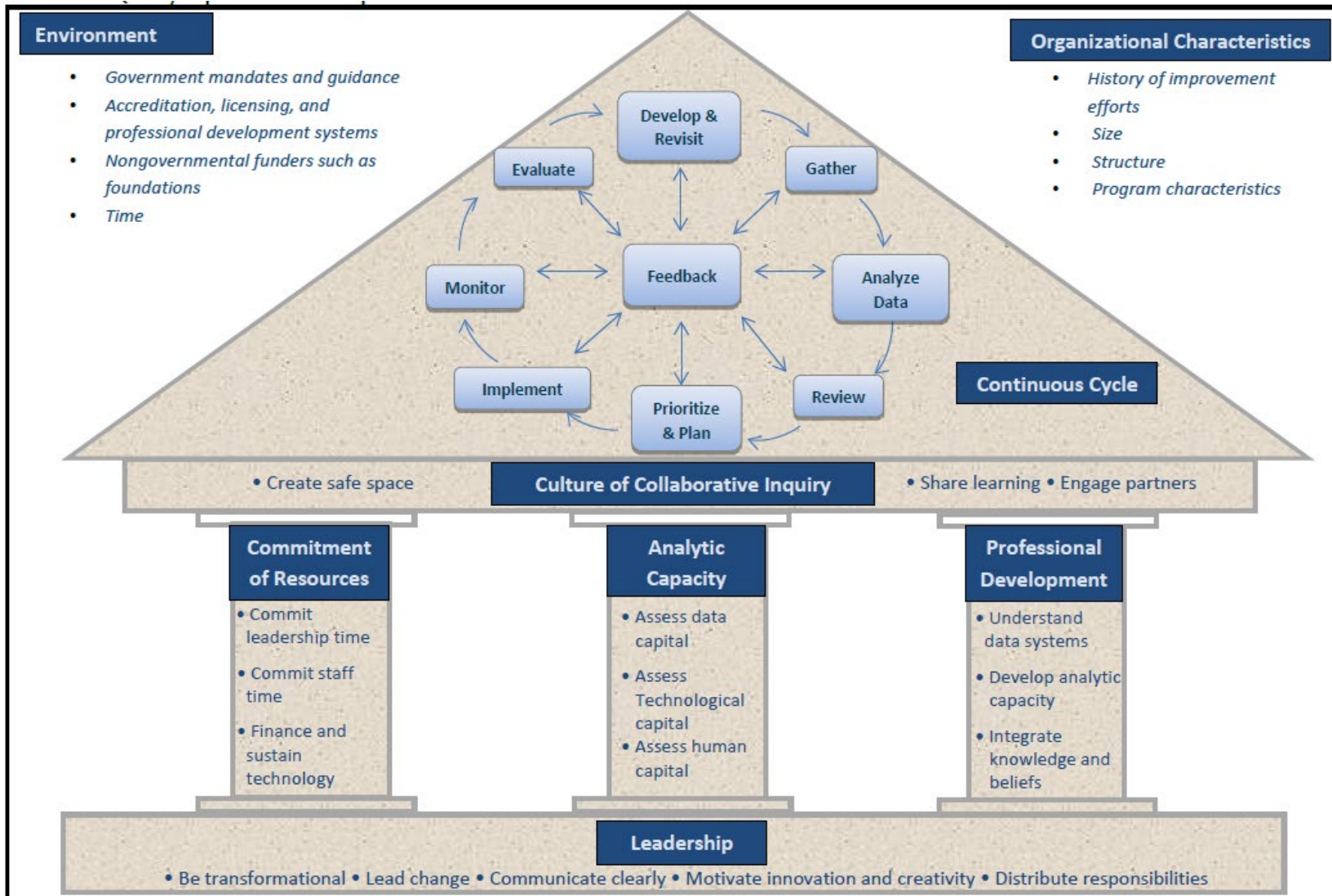
Effectiveness of CQI Efforts on Health Care Practice & Outcomes (Hill et al., 2020)

- 28 randomized control trials tested effectiveness of different approaches to CQI compared to non-CQI efforts

- Plan-Do-Study-Act and Model of Improvement were the most common methodologies used for improvement

- Clinical processes measures improved

- Leadership involvement increased impact on outcomes

- Meeting frequency (i.e., weekly) increased impact on outcomes

UCONN
SCHOOL OF SOCIAL WORK
INNOVATIONS INSTITUTE

Key EBP CQI Data/Measures

Capacity/Utilization — *Who and how many youth/families are being served?*

- Capacity (slots)
- Staffing (fully staffed, vacancies)
- Utilization (referred, enrolled, reasons not enrolled, wait list)
- Demographics & other characteristics (age, gender, race/ethnicity, risk/needs, presenting problems)

Fidelity/Implementation — *How well is the program being implemented?*

- Initial case processing time (e.g., # days from referral to start)
- Dosage (sessions, length of treatment)
- EBP fidelity (measures vary by EBP)
- Completion (completed, dropped out, etc.)
- Satisfaction (participant reports)

Outcomes — *What are youth/family outcomes?*

- Changes in behavior, skills, knowledge, and/or attitudes/perceptions; living arrangements
- Subsequent system involvement

UCONN
SCHOOL OF SOCIAL WORK
INNOVATIONS INSTITUTE

Methods for Assessing Fidelity

Method	Description
Site visit	Intervention experts conduct structured interviews/observations
Structured observation	Intervention experts code practitioners during live observation, or trained coders rate audio/video recordings
Multi-informant methods	Feedback collected from multiple stakeholders, including youth, families, providers, case files, supervisory review
Self-report checklists	Practitioners complete checklists to describe whether key intervention activities were completed
Secondary data analysis	Researchers analyze existing administrative data
Supervisory review	Supervisors rate practitioners on adherence or competence
Case file review	Intervention experts or trained researchers code case files/progress notes
Key informant survey	An agency representative reports for a unit or organization or a client/family reports on their experience with the program

Steps to Setting Up Your CQI Data Process

To ensure that data is ready for CQI, create or review:

✓ Program's logic model and performance measures

✓ Data dictionary

- Ensure consensus on definitions

✓ Data sharing MOUs and consent forms

✓ Data collection/extraction process

✓ Reporting template(s)/dashboards

UCONN
SCHOOL OF SOCIAL WORK
INNOVATIONS INSTITUTE
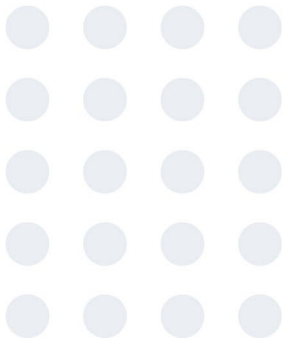
Logic Model

- Logic models provide a visual snapshot of a program
  - Communicates the intended relationships between program goals and outcomes and a theory of change
  - Consider inputs, outputs, and outcomes

- The practical goal is to get everyone on the same page regarding the program, the approach, and what it will take to produce the intended outcomes.
  - Key data maps onto program logic model components

UCONN
SCHOOL OF SOCIAL WORK
INNOVATIONS INSTITUTE

Logic Model for CQI

Program Description:					
Primary Program Goal(s):					
INPUTS	OUTPUTS		OUTCOMES		
What we invest	**What we do** (activities)	**Who we reach** (participation)	**Why we did it: short-term** (immediate, weeks-months)	**Why we did it: intermediate** (months-years)	**Why we did it: long-term** (impact, years-decades)
-	-	-	-	-	-
Data/Measures					
-	-	-	-	-	-
Assumptions			**External Factors**		
-			-		

Options for Data Collection

Electronic health records

**EBP purveyor data system**

Excel: worksheet(s)

Access: linked worksheets with data entry forms

Regardless of the platform, to have actionable data you must think carefully about:

- ➢ What you track
- ➢ How you track it

UCONN
SCHOOL OF SOCIAL WORK

INNOVATIONS INSTITUTE

CQI Data Reporting

- Summarize data on program capacity/utilization, implementation/fidelity, and outcomes
  - Are we having the intended reach, program implementation and fidelity, and impact?
  - Data should drive the use of strategies to improve implementation (e.g., PDSA process)
- Report design
  - Establish report content and frequency (e.g., weekly, monthly, quarterly)
  - Show <u>trends over time</u> and <u>important comparisons</u>
  - Include <u>benchmarks</u> determined by the EBP model and/or team
  - **Dashboards are a key tool!**
- Ad hoc analyses to answer implementation team's questions
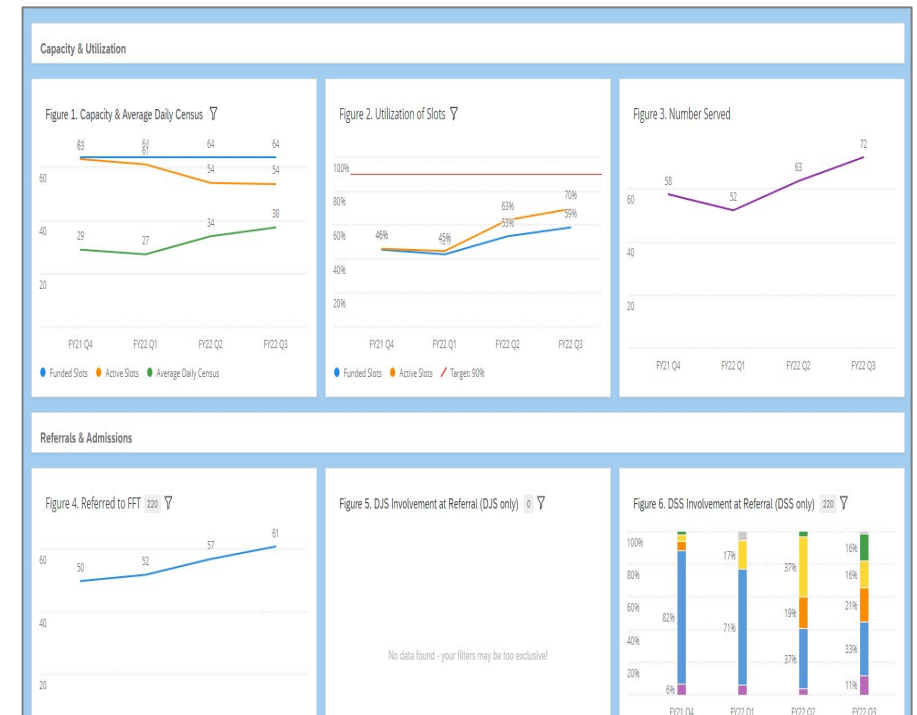
Using Data in Your CQI Process: PDSA

➢ Data should be regularly used by your Implementation Team as part of the CQI process, guiding the development of improvement plans and celebrating achievements.

Reassess aims based on data

➢Decide on changes to improve the process if desired result are not met

➢Plan for next cycle

Debrief and review data

➢Was the plan carried out?

➢Barriers to implementing plan?

➢Results of the plan?

➢Unintended effects?
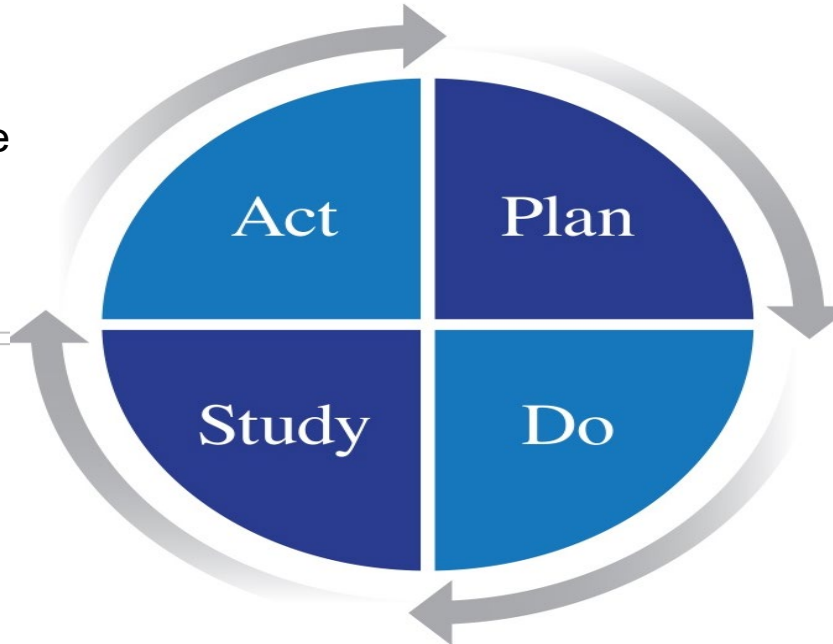
What are we trying to accomplish?

How will we know that a change is an improvement?

What changes can we make that will result in improvement?

Determine data needed to assess aim

Carry out the plan; actions taken between meetings

Collect data

UCONN
SCHOOL OF SOCIAL WORK
INNOVATIONS INSTITUTE

CCBHC-E NTTAC Resources

Home > Our Work > Programs & Initiatives > CCBHC-E National Training and Technical Assistance Center > Evidence-Based Practice Implementation Science Pilot

www.thenationalcouncil.org/program/ccbhc-e-national-training-and-technical-assistance-center/ccbhc-ebp-implementation-science-pilot/implementation-science-pilot-resources/

CCBHC-E National Training and Technical Assistance Center

About Us

Resources

Training & Events

Request Training/Assistance

Evidence-Based Practice Implementation Science Pilot

Implementation Science Pilot Background

Implementation Science Pilot Resources

Evidence-Based Practice Implementation Science Pilot Resources

The CCBHC-E NTTAC, in collaboration with SAMHSA and NIH and partners at the University of Connecticut's Innovations Institute, Bowling Business Strategies and Michigan Public Health Institute, hosted a learning community for EBP Implementation Science Pilot participants from March to September 2023, providing a space to learn from experts in evidence-based practice implementation and implementation science.

Past Webinars

View previous Learning Community session recordings and slides:

- April: Introduction to Implementation Frameworks and Developing Research Partnerships
- May: Organizational Capacity and Readiness for Implementation with a Research Partner
- June: Establishing Continuous Quality Improvements Systems with Fidelity and Quality Monitoring
- July: Implementation Strategies: Selecting and Tailoring Strategies to Improve Outcomes

Additional Resources

- CCBHC Evidence-Based Practice Reference Guide

UCONN
SCHOOL OF SOCIAL WORK
INNOVATIONS INSTITUTE

INNOVATIONS INSTITUTE

Questions?

UCONN
SCHOOL OF SOCIAL WORK
INNOVATIONS INSTITUTE