# Acknowledgements and Disclaimer

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# CCBHC-E NTTAC/SAMHSA Updates

- Facilitating Research Partnerships
  - Database is live and we continue to receive new and updated templates, please continue to share.
  - [Recording available](#) for webinar hosted for researchers on April 19 to unveil the ISP initiative and database and support outreach/engagement between researchers and CCBHC-Es.
  - [https://www.thenationalcouncil.org/program/ccbhc-e-national-training-and-technical-assistance-center/ccbhc-ebp-implementation-science-pilot/](https://www.thenationalcouncil.org/program/ccbhc-e-national-training-and-technical-assistance-center/ccbhc-ebp-implementation-science-pilot/)

- SAMHSA Check-ins
  - SAMHSA is conducting 15 minutes check ins with all of you to discuss where you are in the process of the ISP and how we can continue to provide support. Currently 13 check ins have been completed with several others already on the schedule. If you haven't heard from SAMHSA yet, you should soon.

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# Presenters

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Departments of Family Medicine and Community Health and Psychiatry

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# Learning Objectives

- Define organizational readiness

- Explain how to measure organizational readiness to implement evidence-based practices

- Describe organizational and operational considerations for working with a research partner to implement and study their implementation of evidence-based practices

- Identify ways to use data from implementation efforts to drive organizational change

- Discuss the importance of involving community members in the implementation of evidence-based practices (EBPs) and research design
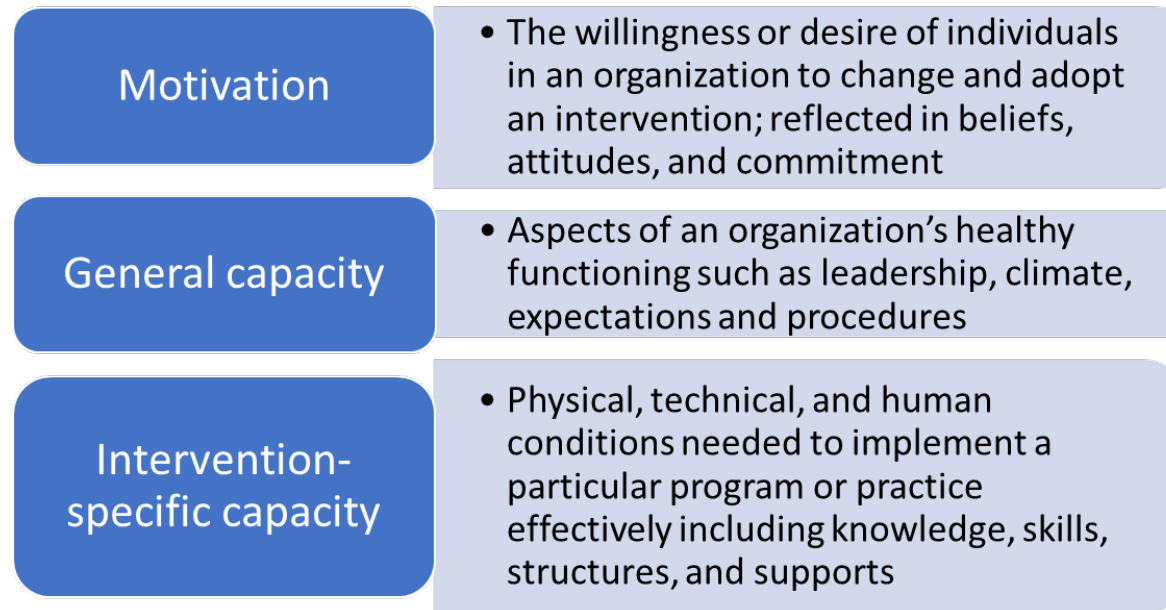
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# What is Readiness?

- **Readiness for change**: the extent to which an organization is willing and able to pursue efforts directed at improving outcomes
  - Is your agency prepared to pursue a change effort to improve outcomes, regardless of the intervention?

- **Readiness for implementation**: the extent to which an organization is both willing and able to implement and sustain a selected intervention
  - Is your agency prepared to put in place a specific program, practice, or other intervention to improve outcomes?

- An agency must be ready for change before being ready for implementation

# Readiness Components

$$R=MC^2$$

Readiness for Implementation = Motivation x General Capacity and Intervention-Specific Capacity

| Motivation | • The willingness or desire of individuals in an organization to change and adopt an intervention; reflected in beliefs, attitudes, and commitment |
|---|---|
| General capacity | • Aspects of an organization's healthy functioning such as leadership, climate, expectations and procedures |
| Intervention-specific capacity | • Physical, technical, and human conditions needed to implement a particular program or practice effectively including knowledge, skills, structures, and supports |

Sources: Capacity Building Center for States, 2018; Dymnicki et al., 2014; Scaccia et al., 2015

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# Factors that Contribute to Readiness

| Motivation | General Capacity | Intervention-Specific Capacity |
|---|---|---|
| <ul><li>Belief that change is needed and valuable</li><li>Belief that the selected intervention is:<ul><li>1) compatible</li><li>2) doable/manageable</li><li>3) important or a priority</li></ul></li><li>Recognition that the intervention has a relative advantage and visible outcomes</li></ul> | <ul><li>Leadership</li><li>Organizational innovativeness/receptivity to change</li><li>Culture (shared behaviors and norms)</li><li>Climate (staff perceptions of work environment)</li><li>Resource availability/use</li><li>Adaptability</li><li>Supportive structures</li><li>Staff capacity</li></ul> | <ul><li>Stakeholder buy-in and support including leadership, staff, agency partners, and patients/clients</li><li>Program champions</li><li>Intervention-specific knowledge, skills, and abilities</li><li>Implementation supports and structures</li><li>Relationships and networks</li></ul> |

Sources: Capacity Building Center for States, 2018; Scaccia et al., 2015

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# 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?

# Resources

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

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

- Re-AIM has an interactive planning tool [Interactive RE-AIM Planning Tool – RE-AIM](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)](CFIR-Updated Comprehensive Matrix Blue.xlsx (cfirguide.org))

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

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# 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?

# Resources



Psychological Safety Assessment: Team Learning and Psychological Safety Survey
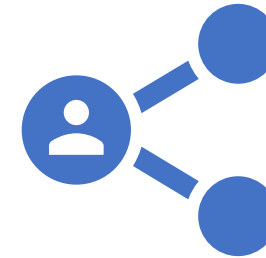


Individual Staff Readiness to Change Assessment: 2_-change_readiness_assessment_0426111.pdf (ecfvp.org)

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# 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.

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# Is your EBP 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.*

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# 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)

# Plan, Do, Check, Act (PDCA) Cycles
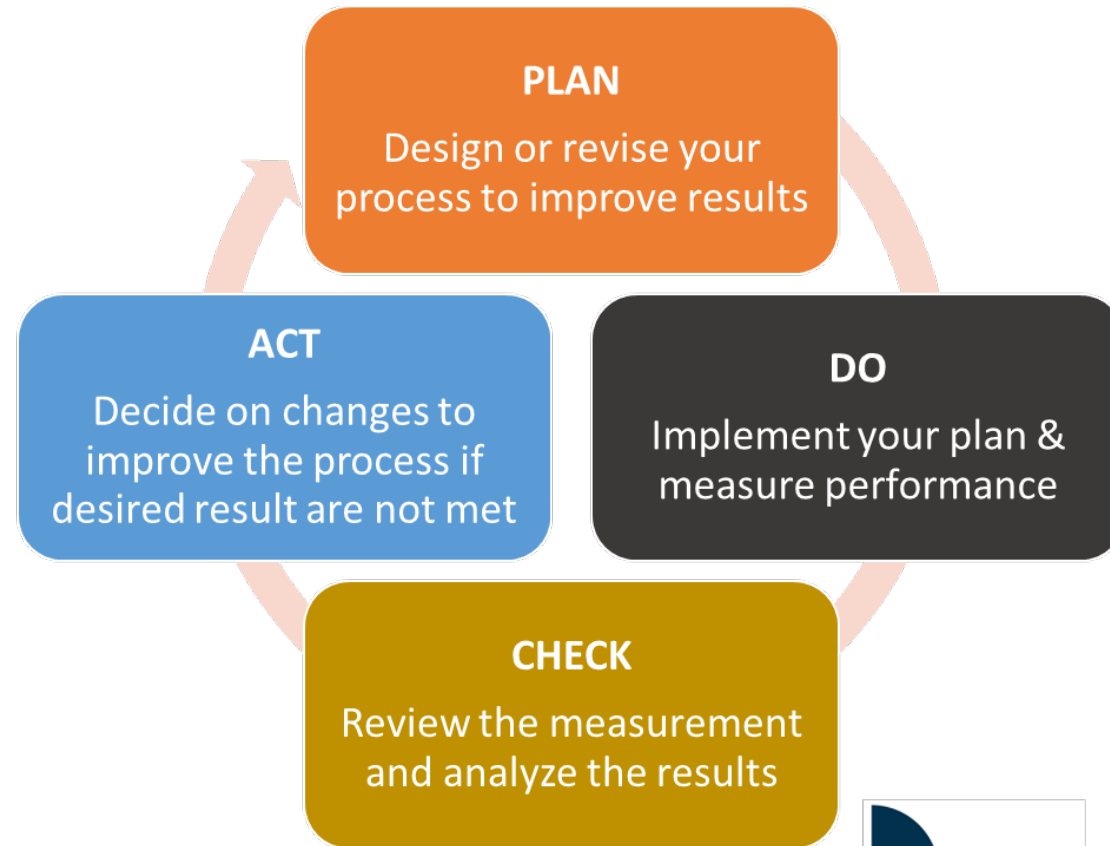
# Various stakeholders are involved in EBP implementation (7 P's Framework)

**Persons being served and the public:**
Clients, caregivers, families, community members

**Providers:**
Individuals and agencies

**Purchasers:**
Those responsible for underwriting/sponsoring healthcare costs

**Payers:**
Insurers

**Policymakers:**
Those associated with governmental and non-governmental agencies

**Product makers:**
Drug and device manufacturers and intervention developers

**Principal investigators:**
Researchers and their funders

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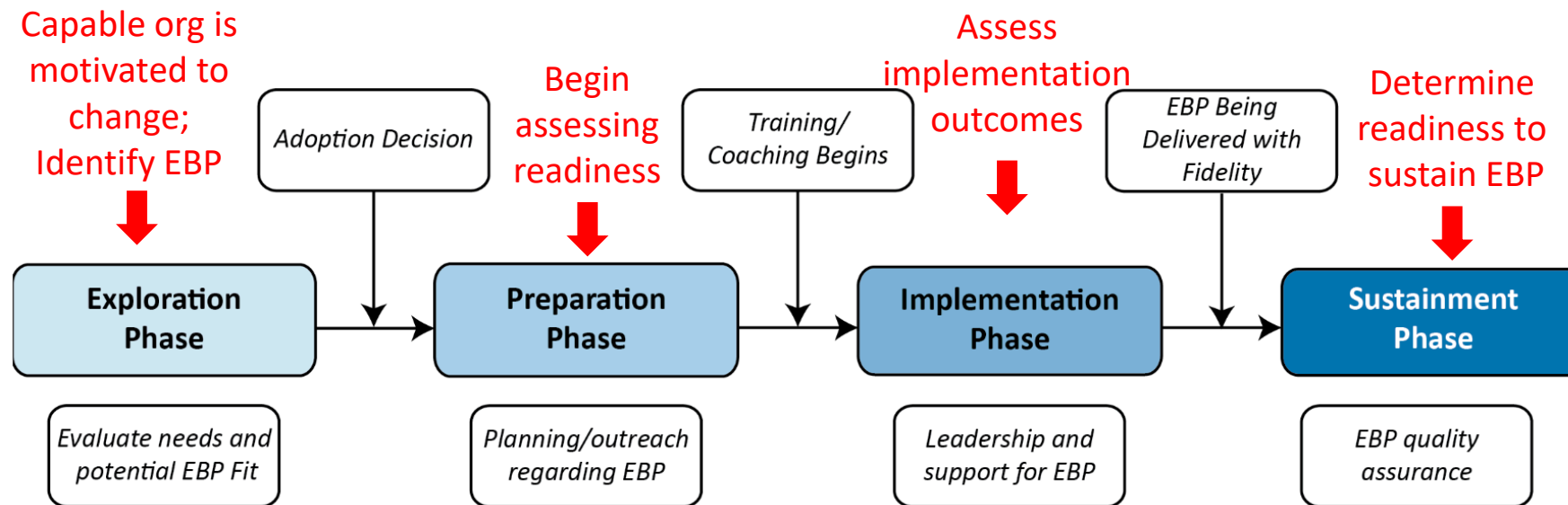NATIONAL COUNCIL for Mental Wellbeing

# Researchers can improve your organization's intervention-specific capacity and readiness for implementation

- Educate leadership about the effectiveness of the EBP to **increase leadership buy-in and support**

- Serve as a **program champion** who can advocate for and support the selected intervention

- Provide training, coaching, and/or consultation for staff who may be involved in implementation to increase their **intervention-specific knowledge, skills, and abilities**

- Identify **implementation strategies and supports**

- Facilitate **relationships and networks** with relevant agencies and partners that can help your organization prepare for implementation, including peers that successfully use similar interventions and serve as positive models of achievable change

# Researchers can help assess readiness

- Readiness is a dynamic and ongoing activity

- Researchers can help organizations monitor readiness throughout the phases of implementation (Exploration, Preparation, Active Implementation, and Sustainment)

**Capable org is motivated to change; Identify EBP**

**Begin assessing readiness**

**Assess implementation outcomes**

**Determine readiness to sustain EBP**

Adoption Decision

Training/ Coaching Begins

EBP Being Delivered with Fidelity

**Exploration Phase** → **Preparation Phase** → **Implementation Phase** → **Sustainment Phase**

Evaluate needs and potential EBP Fit

Planning/outreach regarding EBP

Leadership and support for EBP

EBP quality assurance

Source: https://episframework.com/what-is-epis

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# Researchers can help assess factors that contribute to readiness

- Staff's motivation

- Staff's acceptability of the intervention

- Organization's capacity to implement the intervention (including training needs)

- Identify existing data sources within the organization that may already measure factors relevant to readiness such as organizational health or climate

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# Researchers can help develop a readiness assessment approach

- Lead or help make decisions about:
  - Research design
  - Methods to assess readiness (e.g., observations, focus groups, interviews, surveys)
  - Tools for data collection (e.g., using existing scales, creating interview guides)
  - The scope of data collection
  - Sampling and recruitment strategies for readiness assessment participants

# Researchers can help with data analysis and dissemination

- Analyze quantitative, qualitative, or mixed methods data

- Assist with interpretation of findings

- Make recommendations for ways to improve readiness based on findings

- Disseminate findings:
  - Brief reports
  - Presentations
  - Manuscripts for academic journals

# Considerations for working with a research partner to assess readiness and implement EBP

- Do you already have researchers working within your agency with whom you could work to assess your organization's readiness and help with EBP implementation?
  - If not, do you want to partner with a researcher from a local academic or research institution?

- How much help do need with assessing readiness and EBP implementation?
  - Will the researcher be responsible for all of the data collection, analysis, and dissemination of findings?
  - Will the researcher help with some or all aspects of assessing readiness?
  - How involved will the researcher be in EBP implementation? Will they implement the EBP or train staff to implement the EBP? Will they measure outcomes of the EBP and make recommendations for change?

- How will research efforts be funded? Is there an existing budget for research or will you need to collaborate to access new funding from a grant or other mechanism?
  - Consider what the costs to both your organization and the researcher will be to factored into budget.

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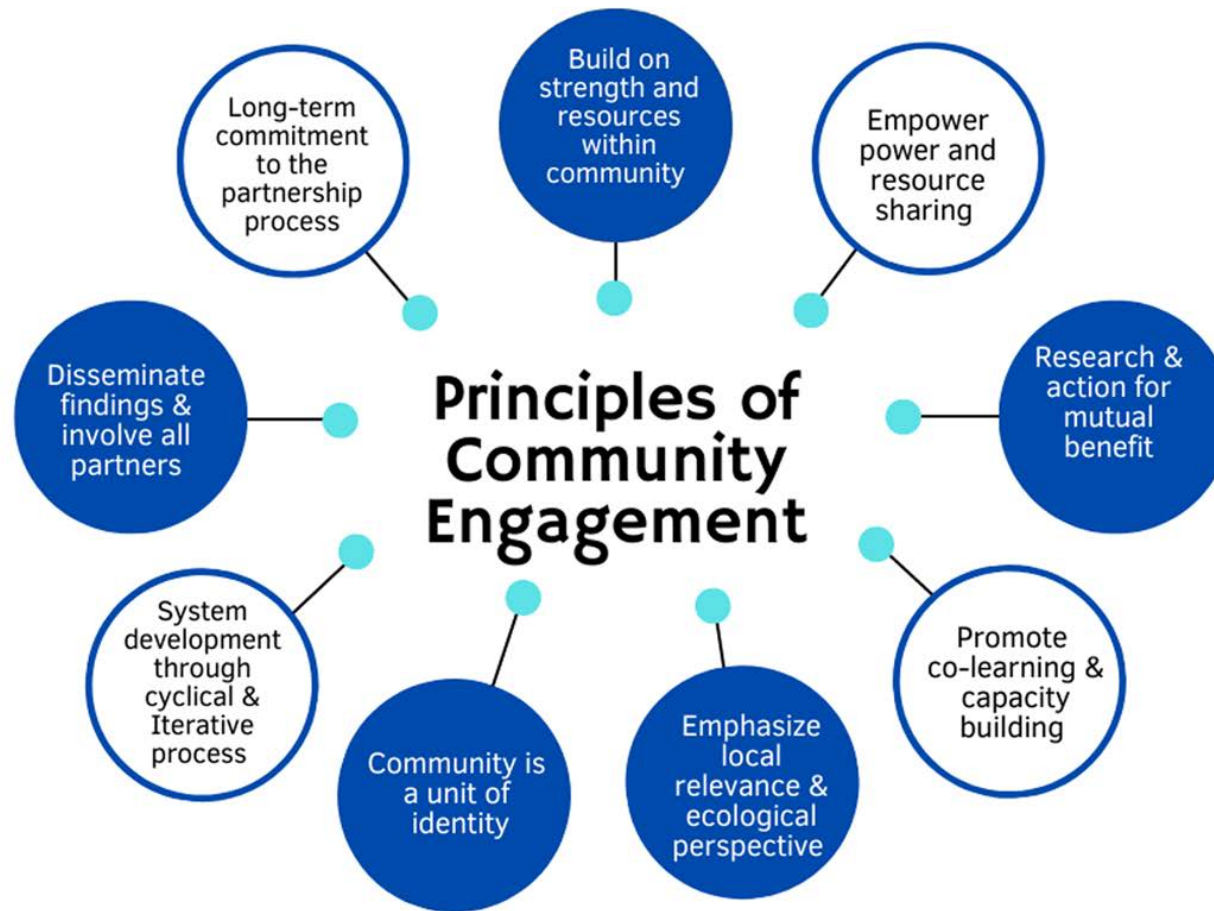UCONN SCHOOL OF SOCIAL WORK INNOVATIONS INSTITUTE

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# Engaging Community Members in EBP Planning, Implementation and Evaluation

Principles of Community Engagement

- Build on strength and resources within community
- Long-term commitment to the partnership process
- Empower power and resource sharing
- Disseminate findings & involve all partners
- Research & action for mutual benefit
- System development through cyclical & Iterative process
- Community is a unit of identity
- Emphasize local relevance & ecological perspective
- Promote co-learning & capacity building

Adapted from Minkler et al., 2012

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"Community-based participatory research (CBPR) is a partnership approach to research that equitably involves community members, organizational representatives, and researchers in all aspects of the research process and in which all partners contribute expertise and share decision making and ownership."

-Israel et al., 2001; Detroit Community-Academic
Urban Research Center, 2011

# Engaging individuals being served and community members in EBP implementation is beneficial

Demonstrates respect

Builds trust

Improves selection of implementation strategies

Improves implementation outcomes
(e.g., acceptability, feasibility, fidelity, appropriateness)

Improves clinical outcomes

Provides different perspectives on implementation efforts and outcomes

# Implementation Strategies

Methods or techniques used to enhance the adoption, implementation, and sustainability of a program or practice.

For a compilation of implementation strategies, see: Powell, B.J., Waltz, T.J., Chinman, M.J. et al. A refined compilation of implementation strategies: results from the Expert Recommendations for Implementing Change (ERIC) project. Implementation Sci 10, 21 (2015). https://doi.org/10.1186/s13012-015-0209-1

**Use evaluative and iterative strategies**
- Assess for readiness and identify barriers and facilitators
- **Obtain and use consumer and family feedback**

**Provide interactive assistance**
- Provide local technical assistance
- Provide clinical supervision

**Adapt and tailor to context**
- **Promote adaptability**
- **Tailor strategies**

**Develop Stakeholder Interrelationships**
- Organize clinician implementation team meetings
- **Use advisory boards and workgroups**

**Train and Educate Stakeholders**
- Conduct ongoing training
- Conduct educational outreach meetings

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**Support Clinicians**
- Clinician reminders and decision supports
- Develop resource sharing agreements

**Engage Consumers**
- **Involve consumers and family members**
- **Prep consumers to be active participants**

**Use Financial Strategies**
- Access new funding
- Alter consumer fees to reduce barriers to participation

**Change Infrastructure**
- Change record systems
- Mandate change