Understanding Common Barriers and Facilitators to EBP Implementation through an Implementation Framework

July 26, 2023

CCBHC-E National Training and Technical Assistance Center
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Acknowledgements and Disclaimer

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Presenters

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Professor of the Practice
Director of Implementation Practice

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Director of Data and Performance
Ready for School

Implementation Strategies

Selecting and Tailoring Strategies to Improve Outcomes

Allison Metz, UNC School of Social Work
Christina Dobson, Ready for School, Ready for Life
July 26, 2023

Collaborative for Implementation Practice
UNC SCHOOL OF SOCIAL WORK

Ready for School Ready for Life

Session Objectives

At the end of this session, participants will be able to:

- Give examples of implementation determinants and implementation strategies matched to those determinants.
- Describe the importance of accurately identifying implementation challenges.
- Understand how to develop a plan that matches implementation strategies to specific implementation challenges.

Implementation Science

Implementation science is the study of the factors that lead to uptake, scale and sustainability of practices, programs and policies with evidence behind them.

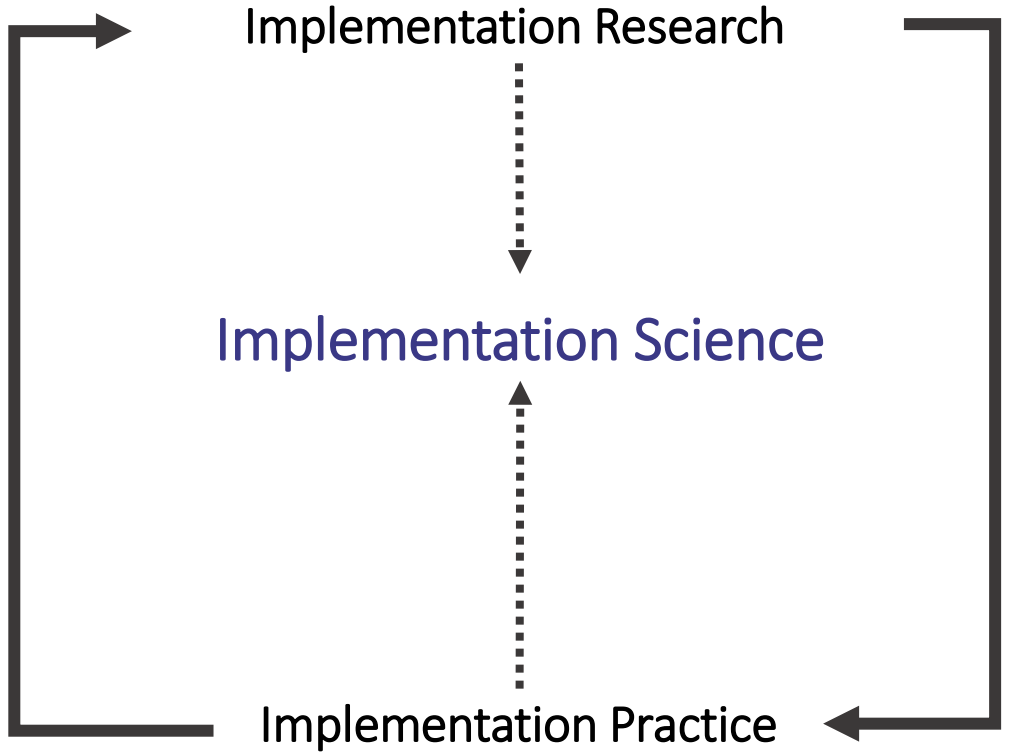
The purpose of implementation science is to create a bridge between research evidence and the real-world settings of service delivery to improve outcomes for those being served.

(Estabrooks and colleagues, 2018)

Implementation Science

Implementation research seeks to understand the approaches that work best to translate research to the real world.

Implementation practice seeks to apply and adapt these approaches in different contexts settings to achieve outcomes.



(Ramaswamy, et al., 2019)

Implementation Strategies

Implementation strategies can be defined as methods or techniques used to enhance the adoption, implementation, and sustainability of a clinical program or practice.

(Powell et al., 2015)

Identification, development, and testing of implementation techniques and strategies, which constitute the “how to” of implementation efforts, are the top priorities for implementation science.

Despite the identification of a range of evidence-based implementation strategies more guidance is needed on how to match implementation strategies with known barriers.

(Waltz et al., 2019)

Types of Implementation Strategies

- **Discrete** – Single action or process (e.g., reminders, audit and feedback, supervision)

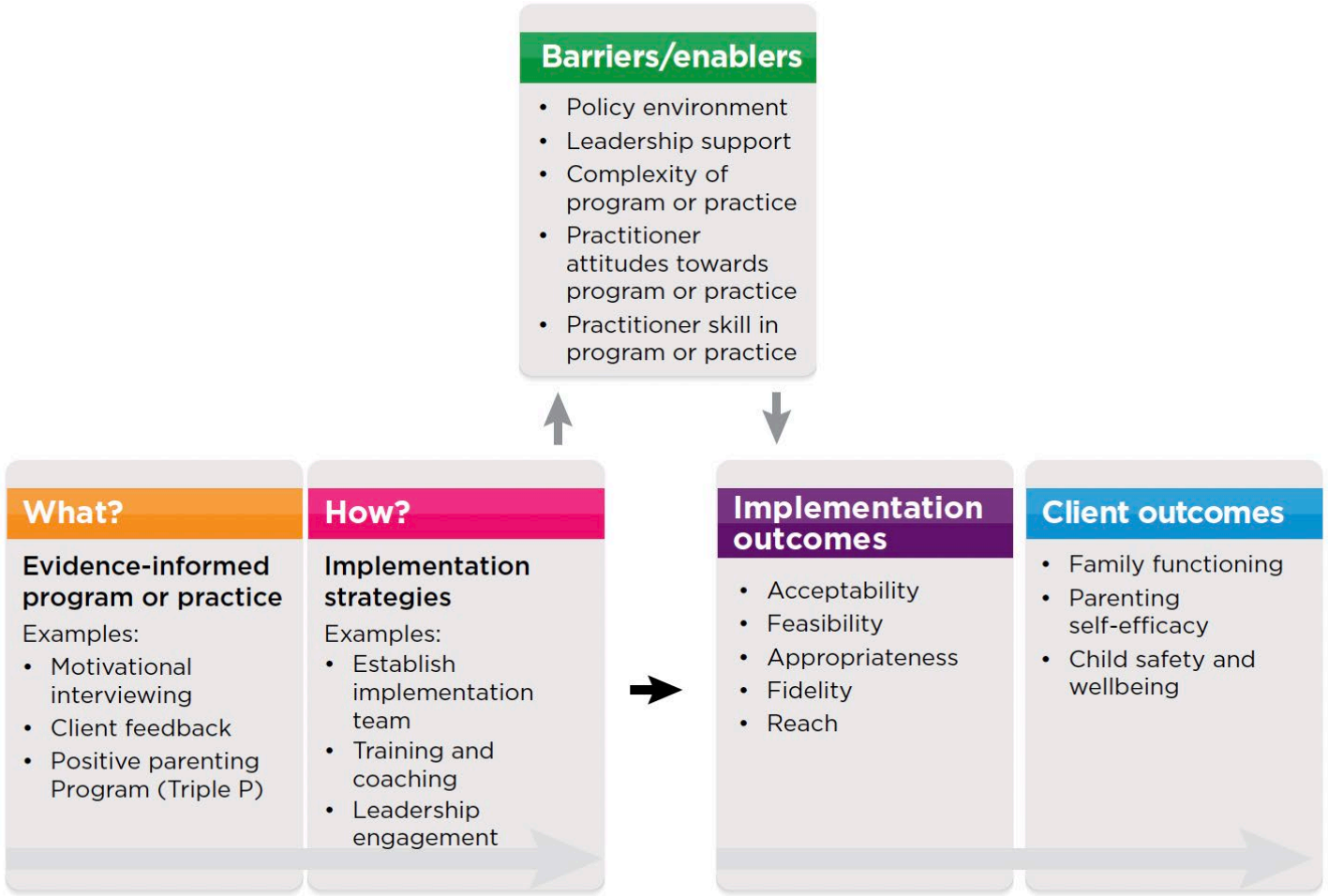
- **Multifaceted** – Combination of multiple discrete strategies (e.g., training + consultation), some of which have been protocolized and branded (e.g., Glisson's ARC, Aarons' LOCI)

(Powell, 2018)

Strategies Compilation

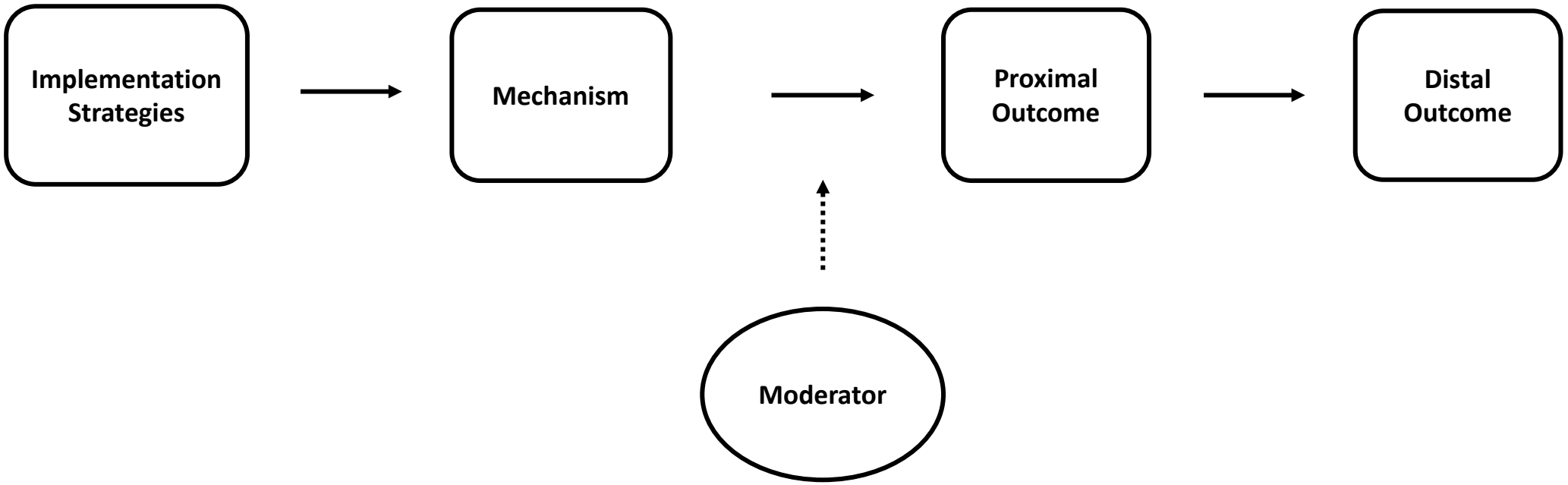
Plan strategies	• Assess readiness • Identify champions
Educate strategies	• Educational meetings • Shadow clinicians
Finance strategies	• Alter incentives • Place on formulary
Restructure strategies	• Change systems • Revise roles
Quality mgmt. strategies	• Audit and feedback • Clinical supervision
Policy context strategies	• Change requirements • Change liability laws

(Powell, 2018)



Source: Adapted from Lewis (2017), Lyon and Bruns (2019), Proctor et al. (2011)

Mechanisms of Change



(Lewis et al., 2018)

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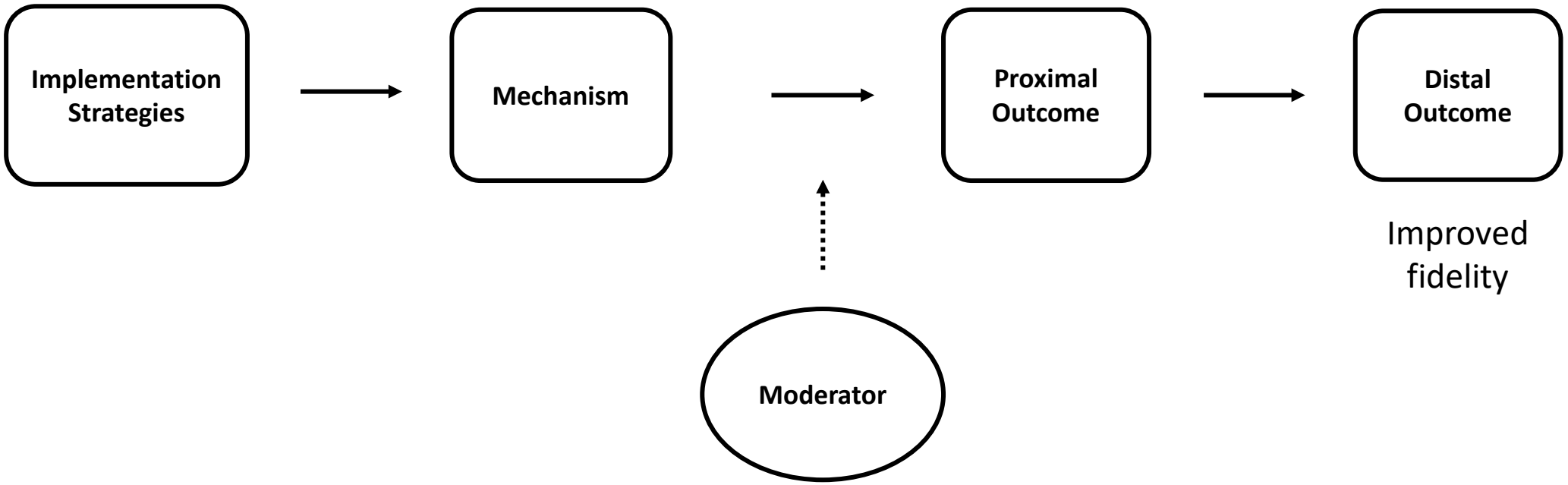

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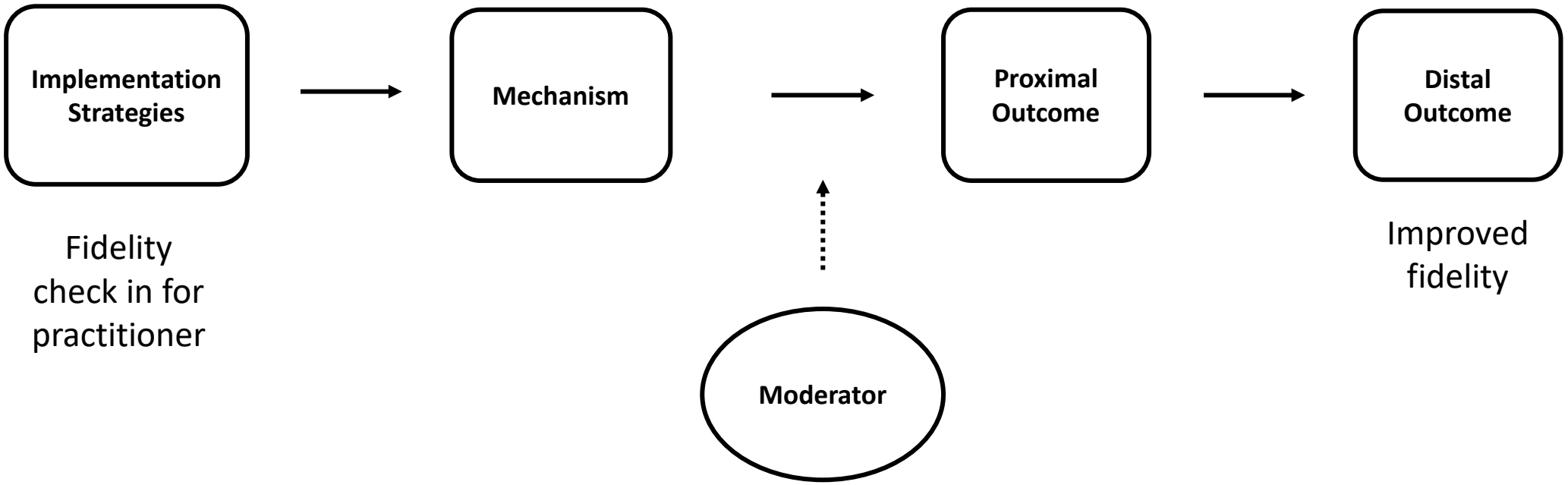

(Lewis et al., 2018)

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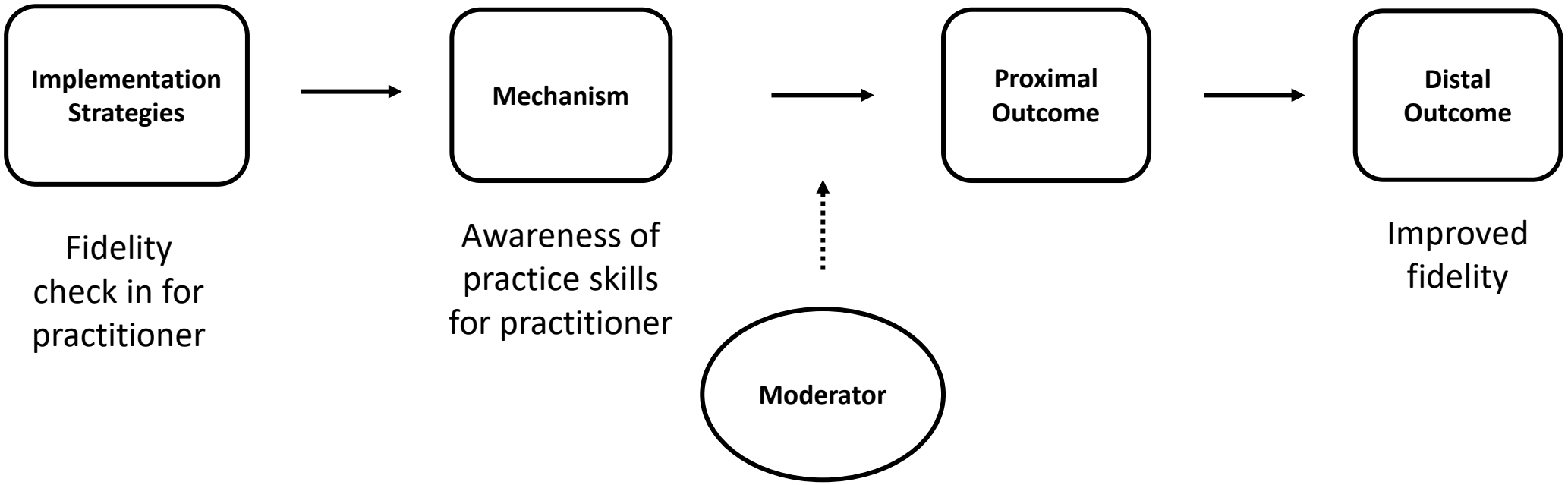

(Lewis et al., 2018)

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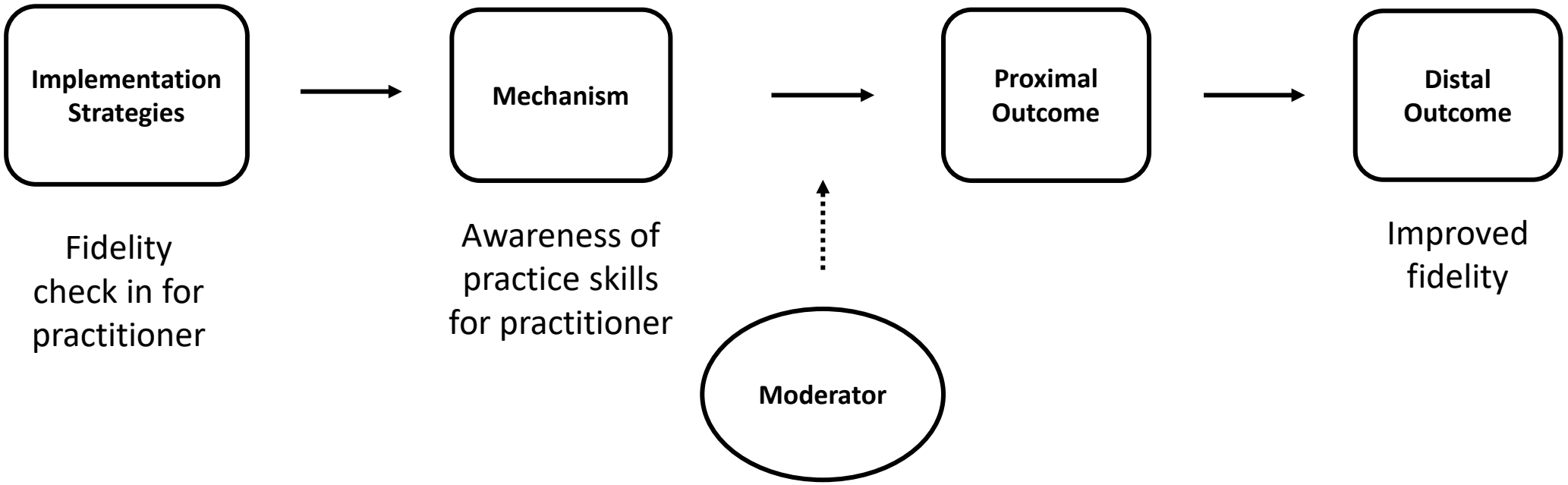

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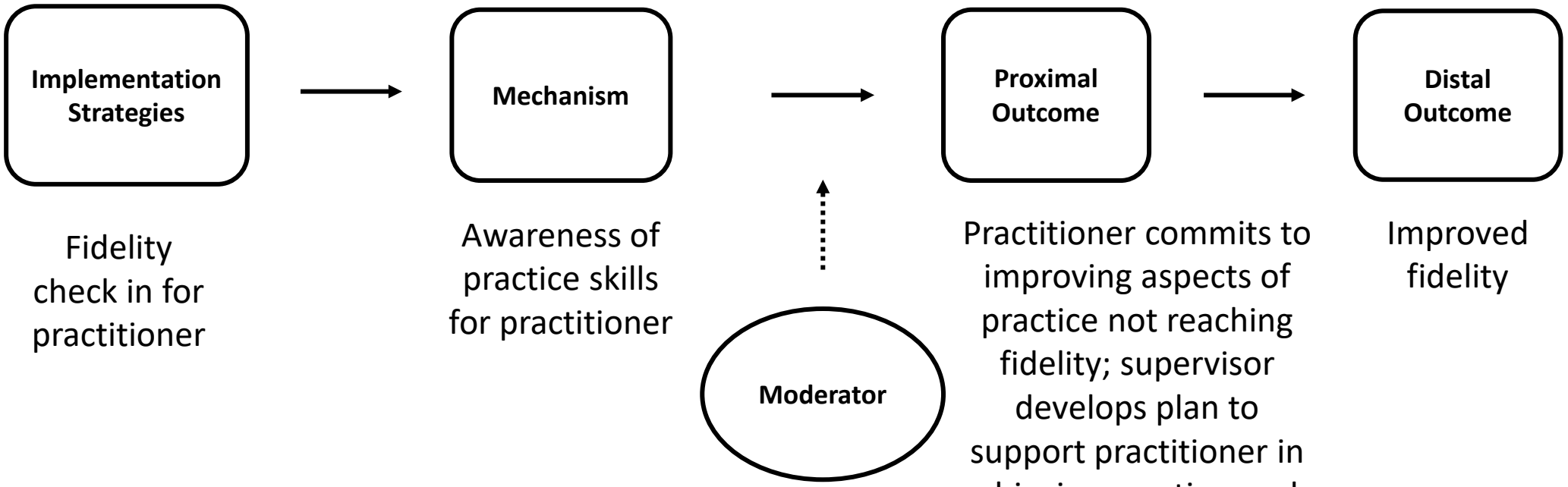

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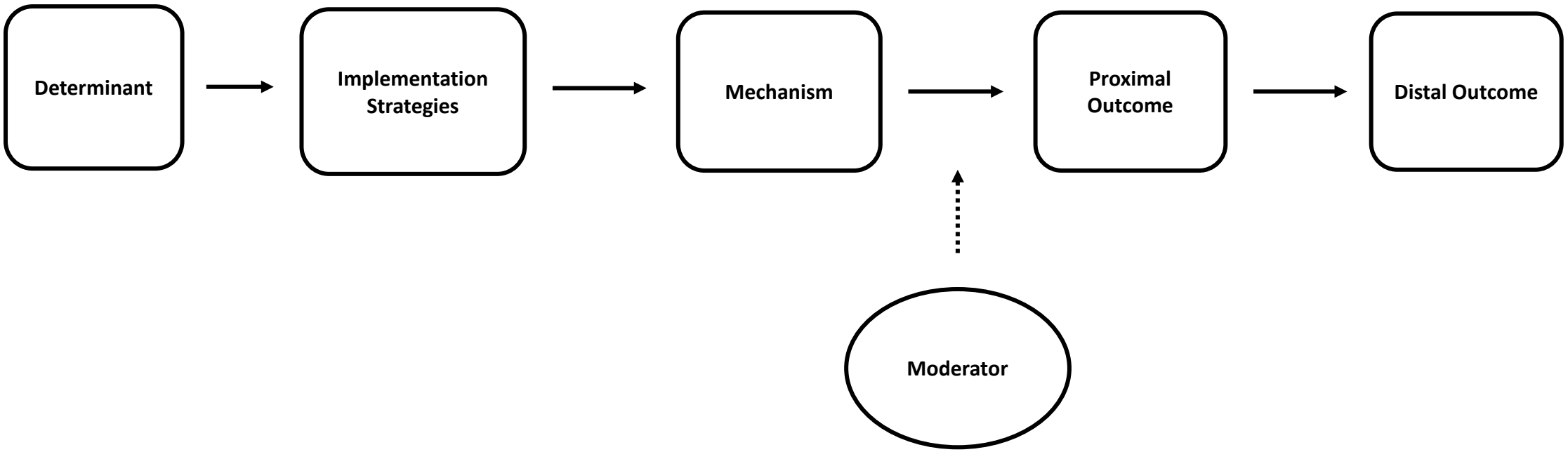

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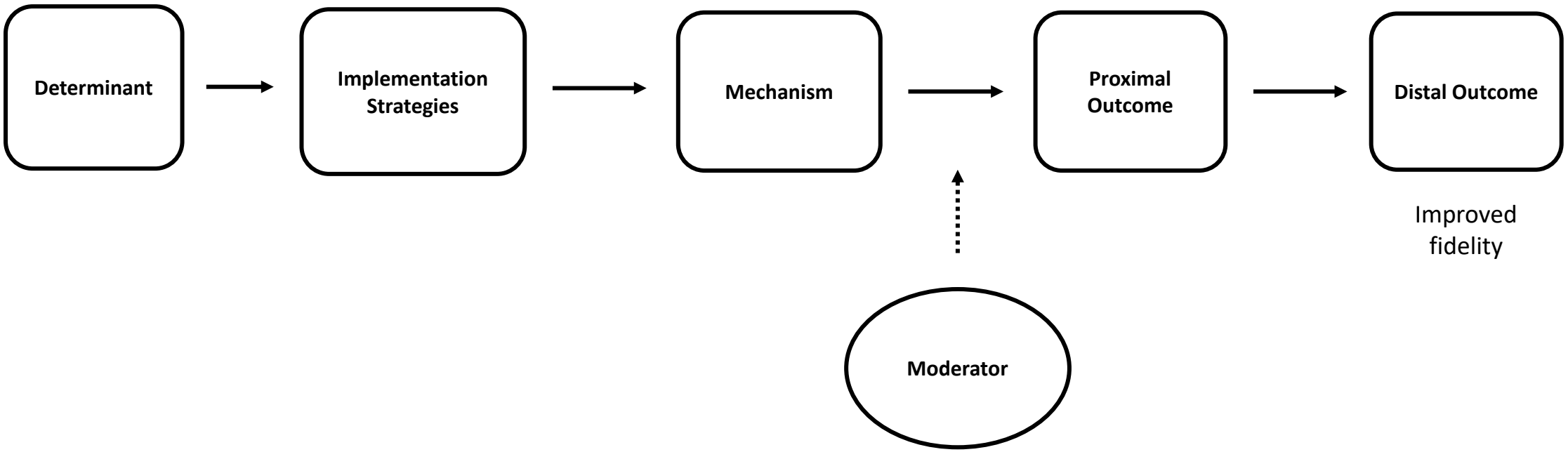

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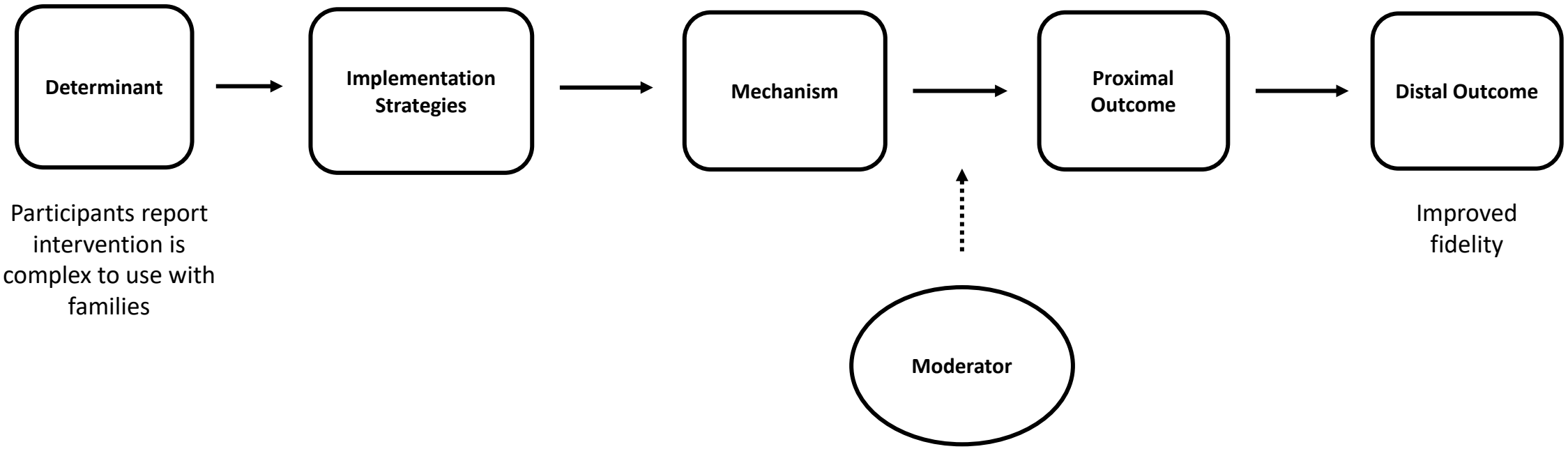
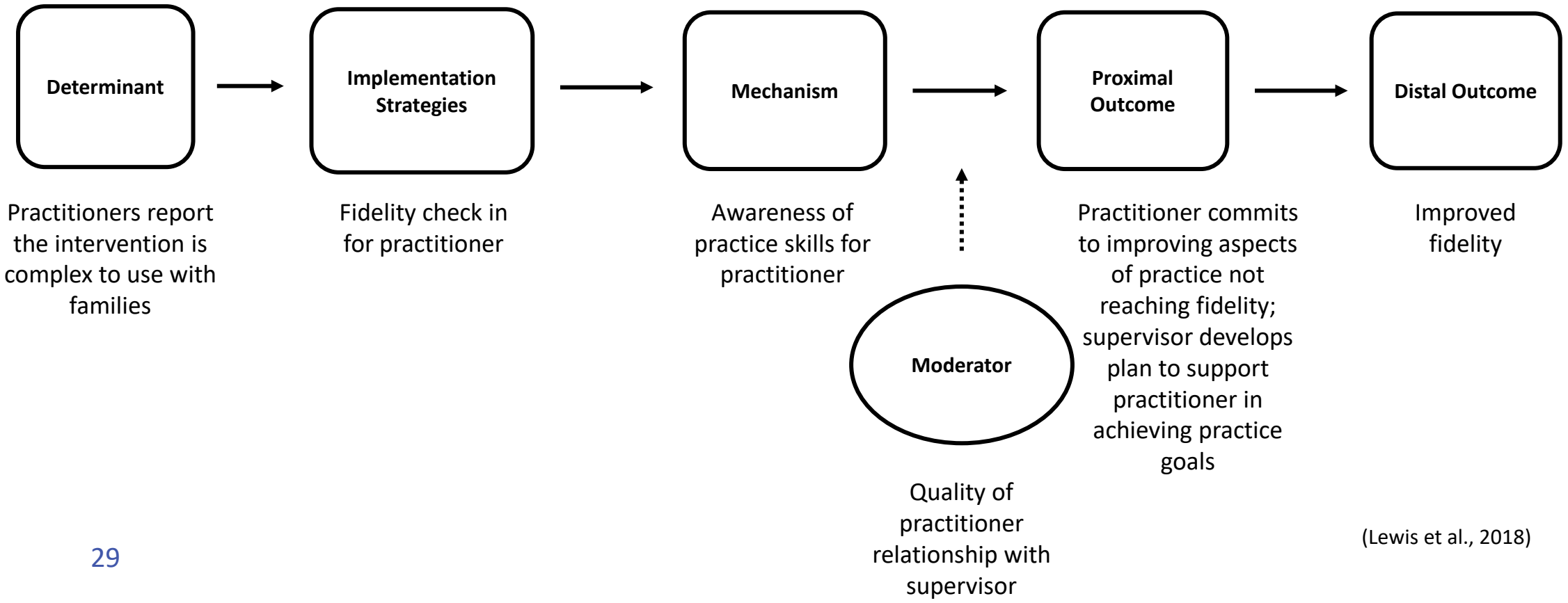


Participants report intervention is complex to use with families

Improved fidelity

(Lewis et al., 2018)

Mechanisms of Change



(Lewis et al., 2018)

The Role of Context in Implementation

Strategies must be tailored to local context

"... strategies to improve professional practice that are planned, taking account of prospectively identified determinants of practice. Determinants of practice are factors that could influence the effectiveness of an intervention ... and have been ... referred to [as] barriers, obstacles, enablers, and facilitators [within the context in which the intervention occurs]."

(Baker et al., 2015)

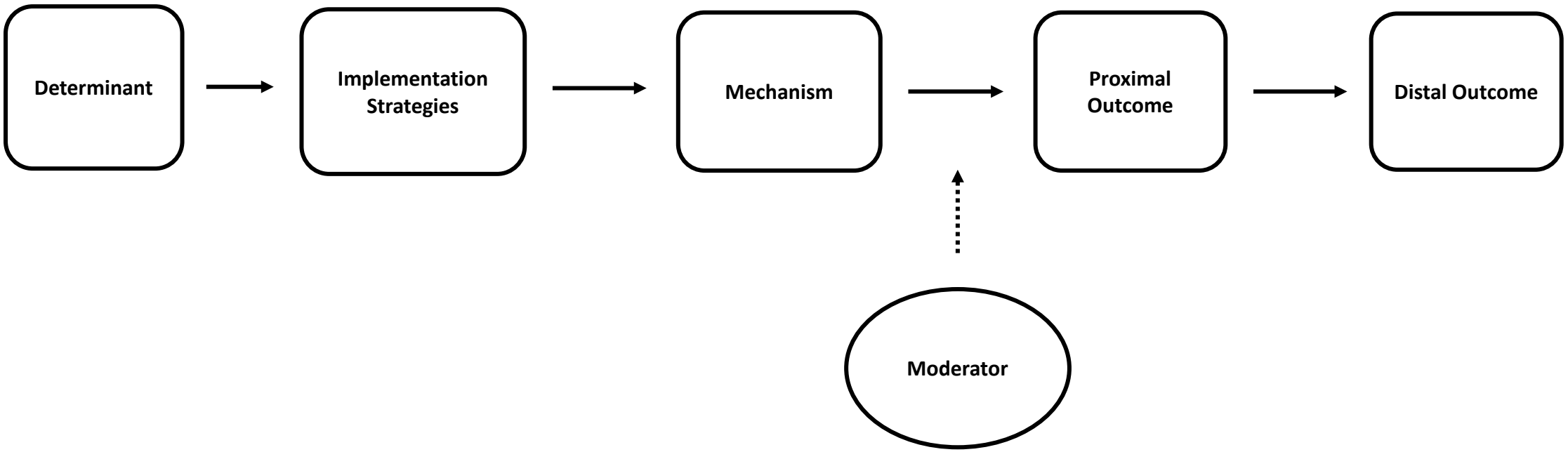
Matching Strategies to Determinants

Consolidated Framework for Implementation Research (CFIR) 2.0

- **Innovation** – e.g., complexity, evidence base
- **Outer setting** – e.g., local attitudes, policies, financing
- **Inner setting** – e.g., culture, resources, tension for change
- **Individuals involved** – e.g., capability, opportunity, motivation
- **Process** – e.g., needs assessment, planning, reflecting

(Damschroder et al., 2022)

Mechanisms of Change



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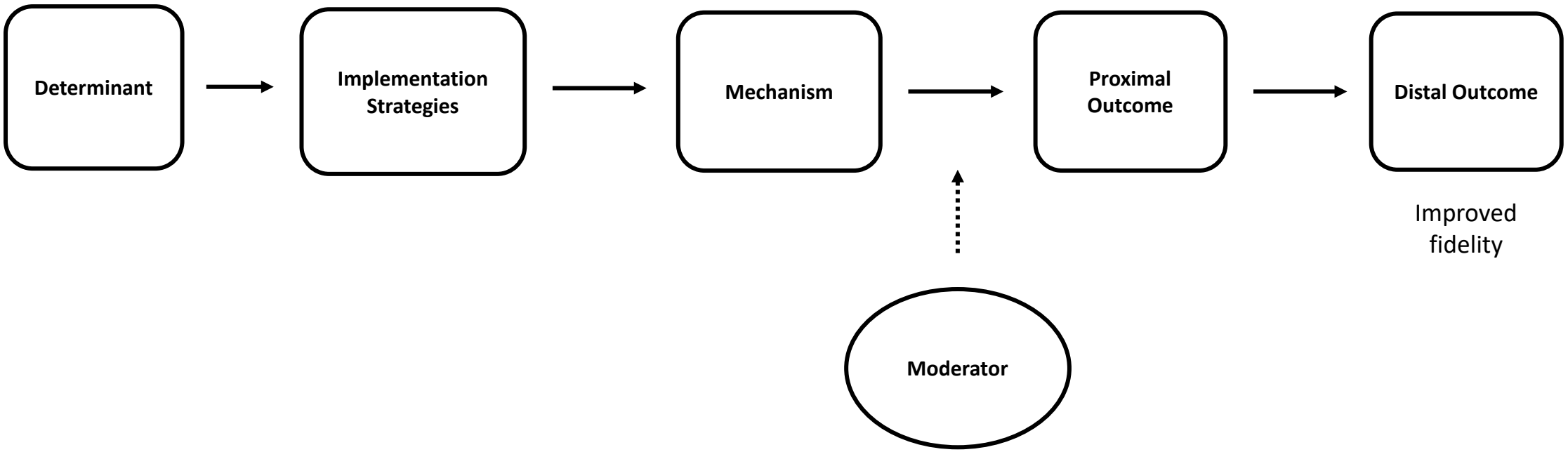

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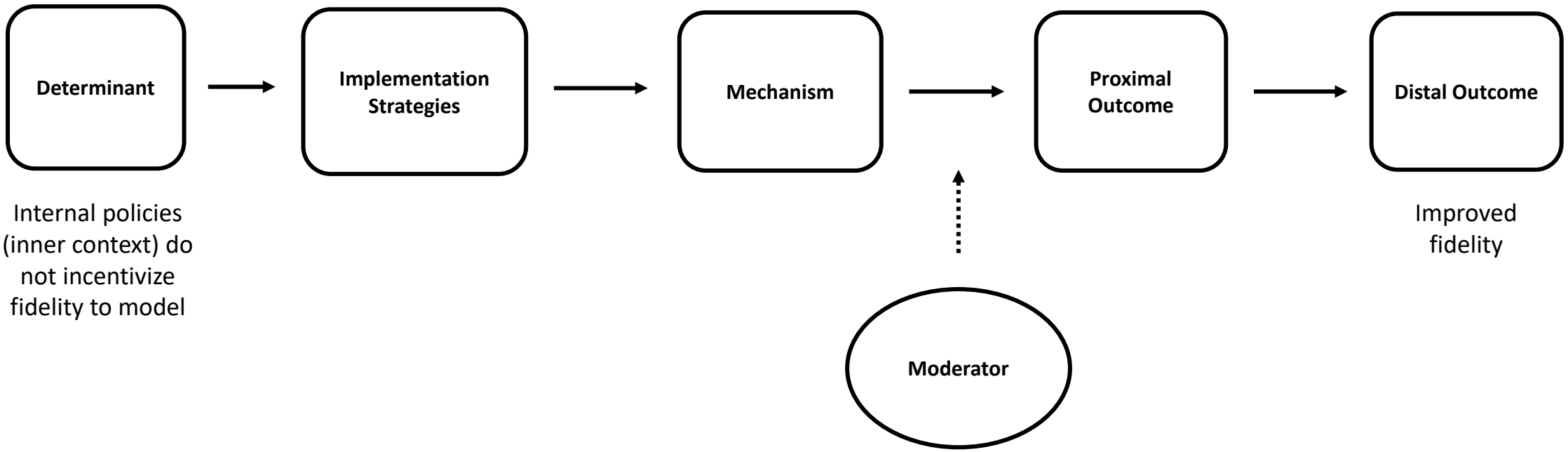
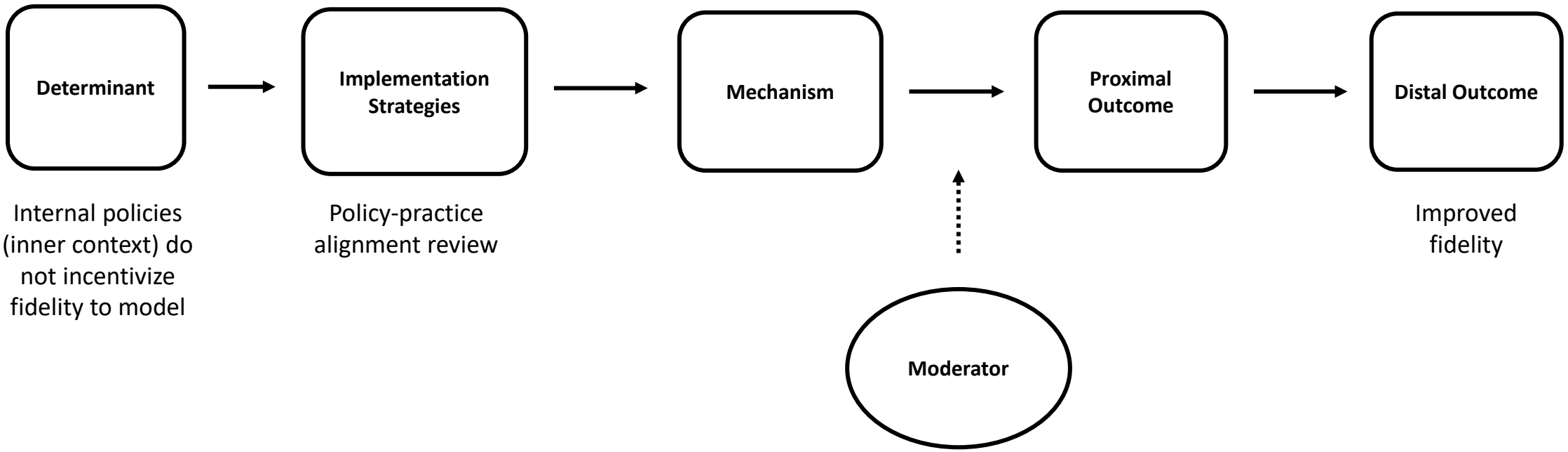


Internal policies (inner context) do not incentivize fidelity to model

Improved fidelity

(Lewis et al., 2018)

Mechanisms of Change



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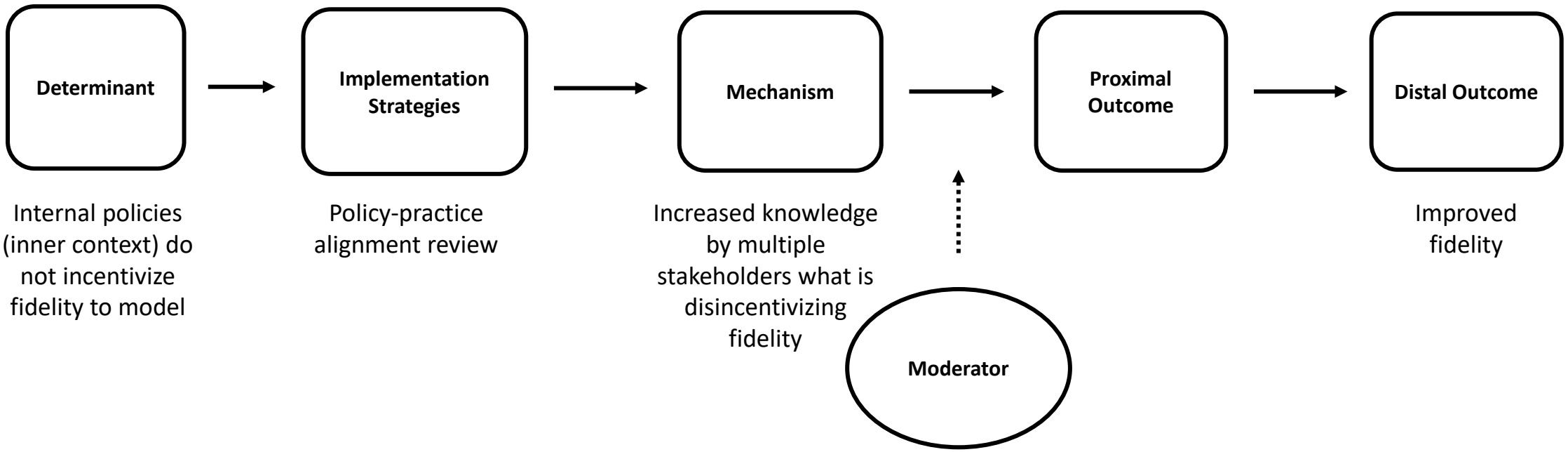

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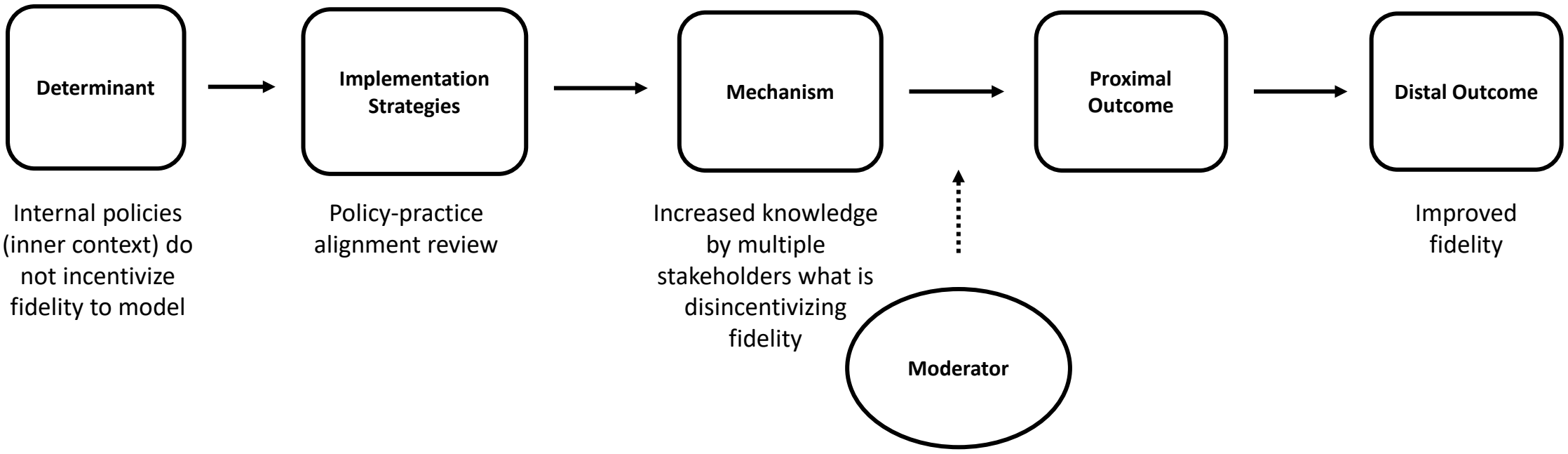

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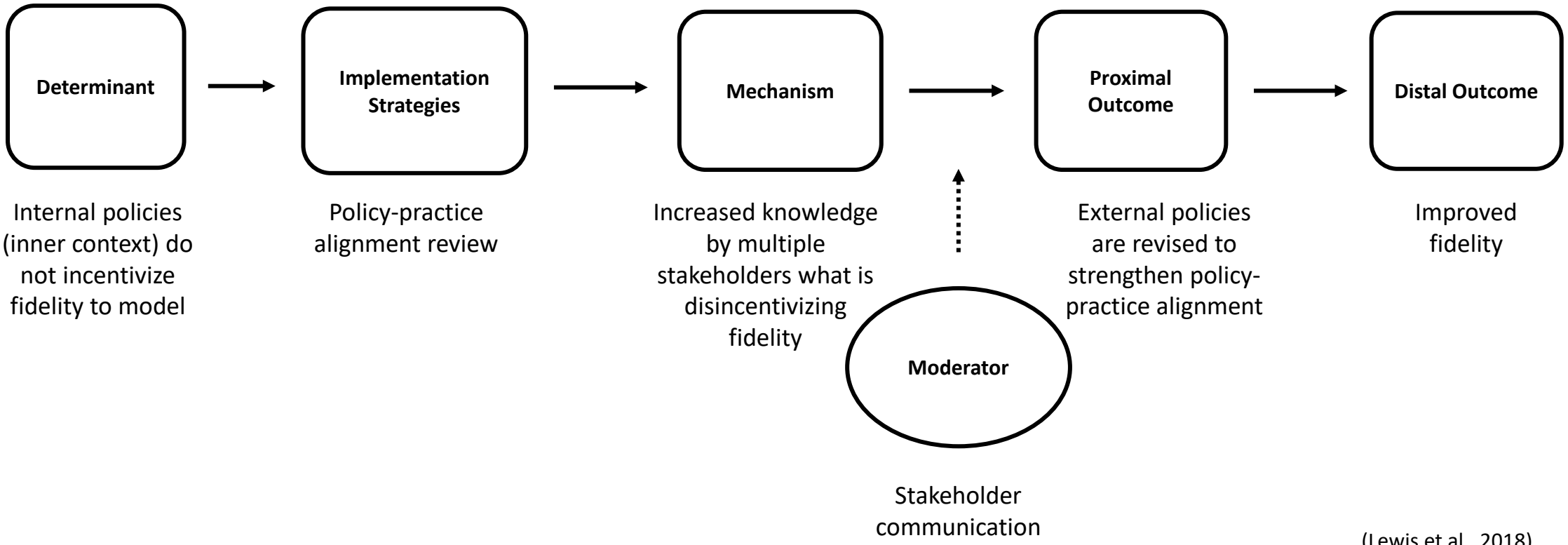
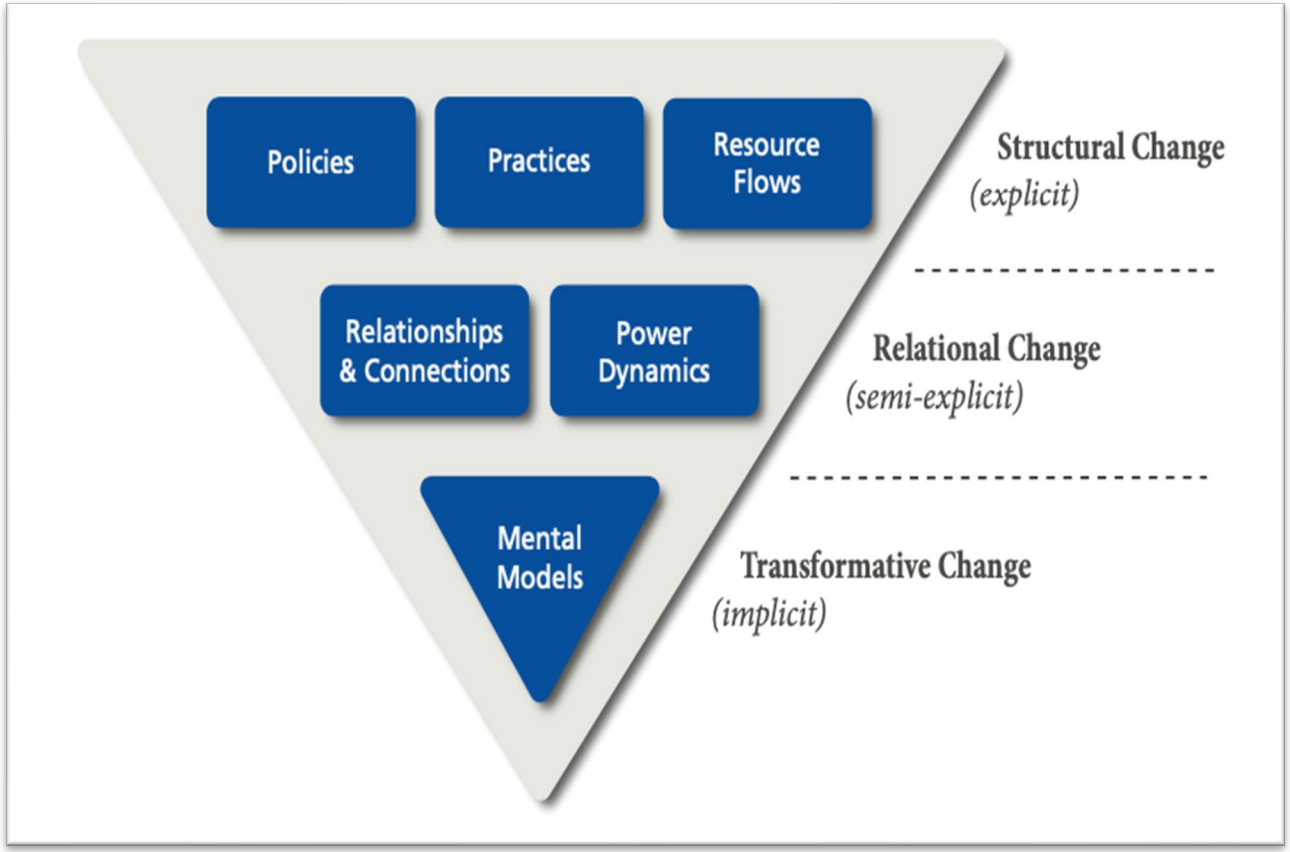


(Lewis et al., 2018)

Transformational Change

- Implementation efforts often focus on what we can see – tangible events such as trainings, data collection activities, and meetings.
- Mental models affect the structures we put in place, the way we interpret information and interact with others, the relationships we form, and how we make decisions and address power differentials.



Evidence of a Trusting Relationship

- Transparency
- Mutuality
- Comfort asking for help
- Sharing information
- Capacity to stay in difficult situations

Authenticity, vulnerability, and empathy

Outcomes of Trust

- Building trusting relationships can increase stakeholders' sense of **capability.**
- Building trusting relationships can build **intrinsic motivation** for supporting implementation work.
- Stakeholders create **opportunities** to work together.
- Trusting relationships support **communication, coordination, and collaboration**, which results in denser networks and closer relationships among stakeholders.
- **Cohesion** among stakeholders produces **commitment and resilience** in the face of implementation challenges.
- Implementation efforts are **sustained and continuously improved.**

Improved and equitable outcomes for children and families

Relational and Technical Strategies

- **Relational strategies** are defined as strategies undertaken to build trust through strengthening the quality, mutuality, and reciprocity of interactions among team members.
- **Technical strategies** are defined as strategies undertaken to build trust through demonstrating the knowledge, reliability, and competency to support the goals of the team.

The proposed theory of change outlines the starting point for trust building as *addressing power differentials* among implementation team members and stakeholders *through co-creation and humility*.

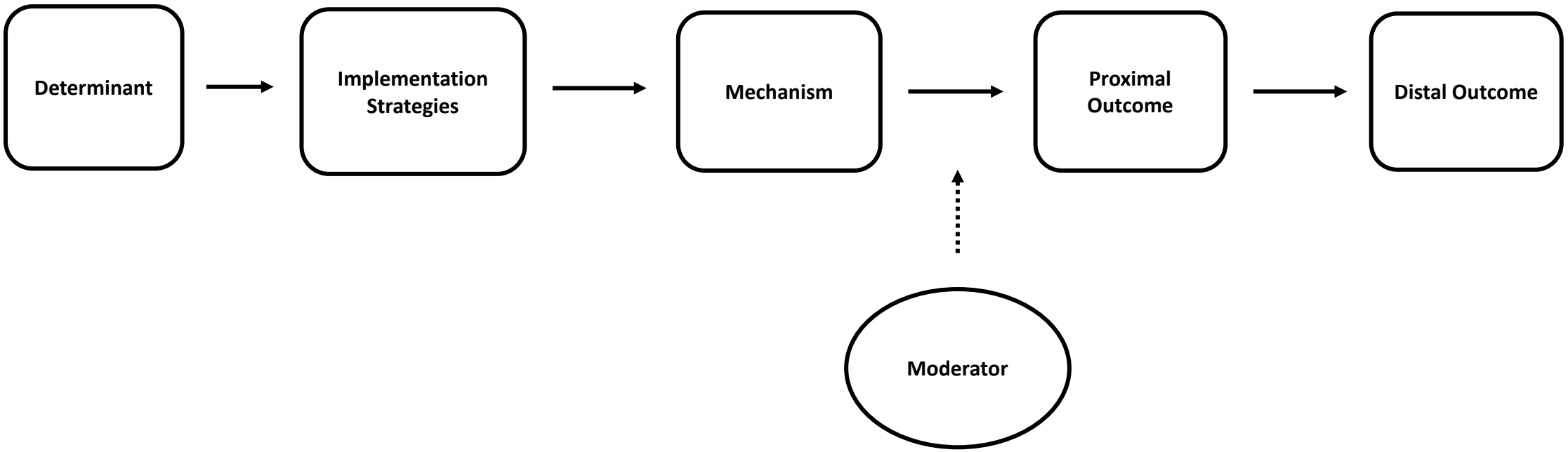
Relational Strategies

- Vulnerability
- Authenticity
- Bi-directional communication
- Co-learning
- Empathy-driven exchanges

Technical Strategies

- Frequent interactions
- Responsiveness
- Demonstration of expertise
- Achievement of quick wins

Mechanisms of Change



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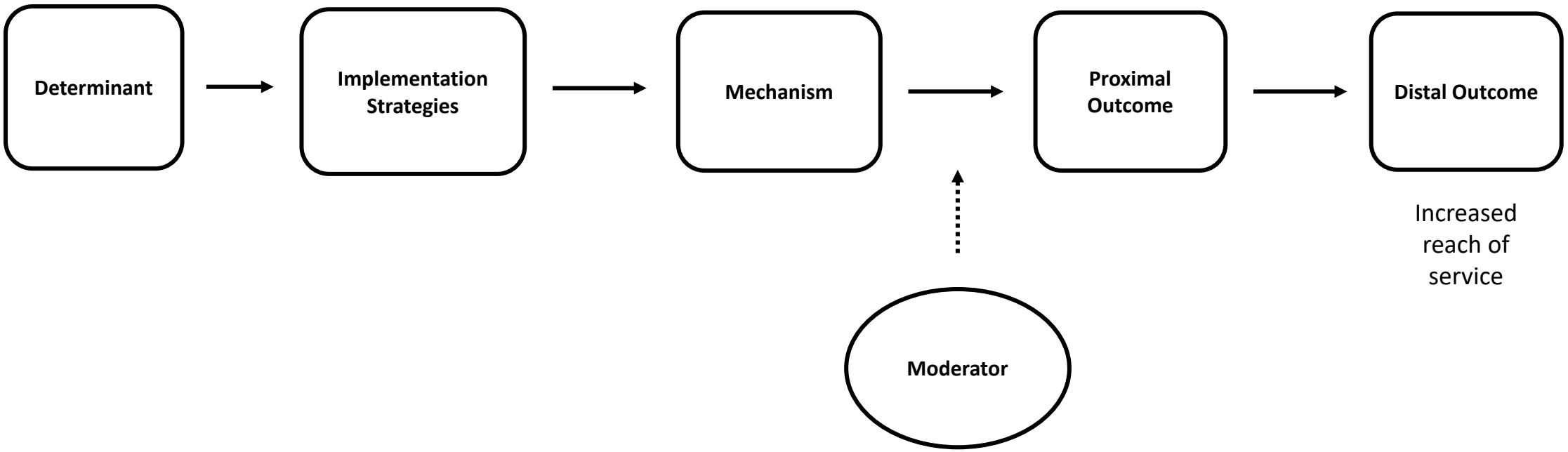

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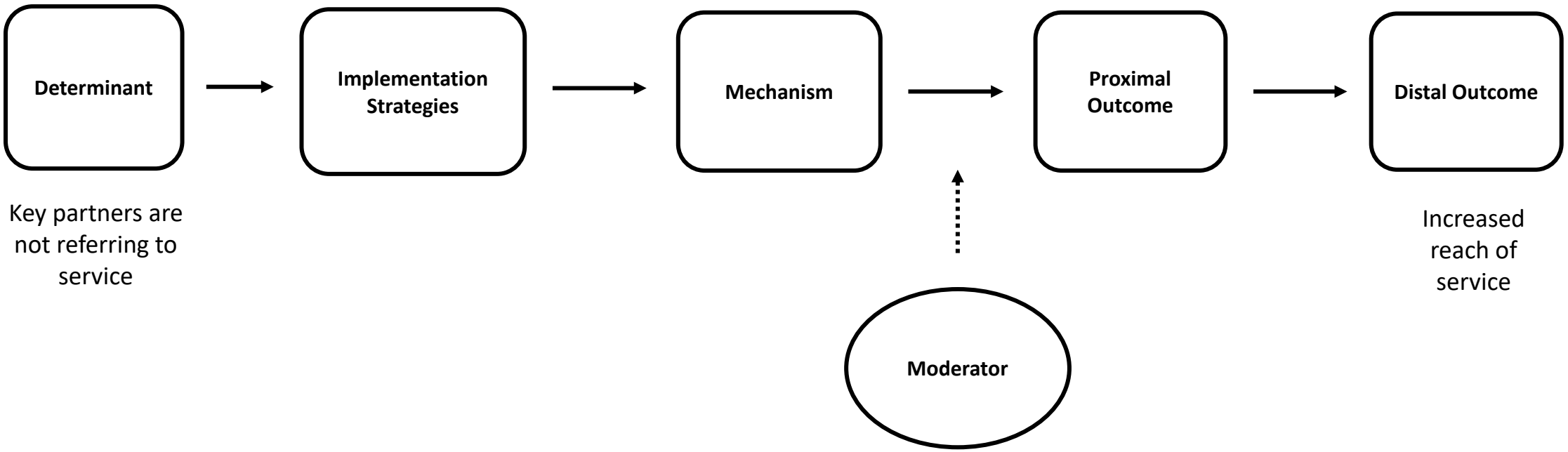
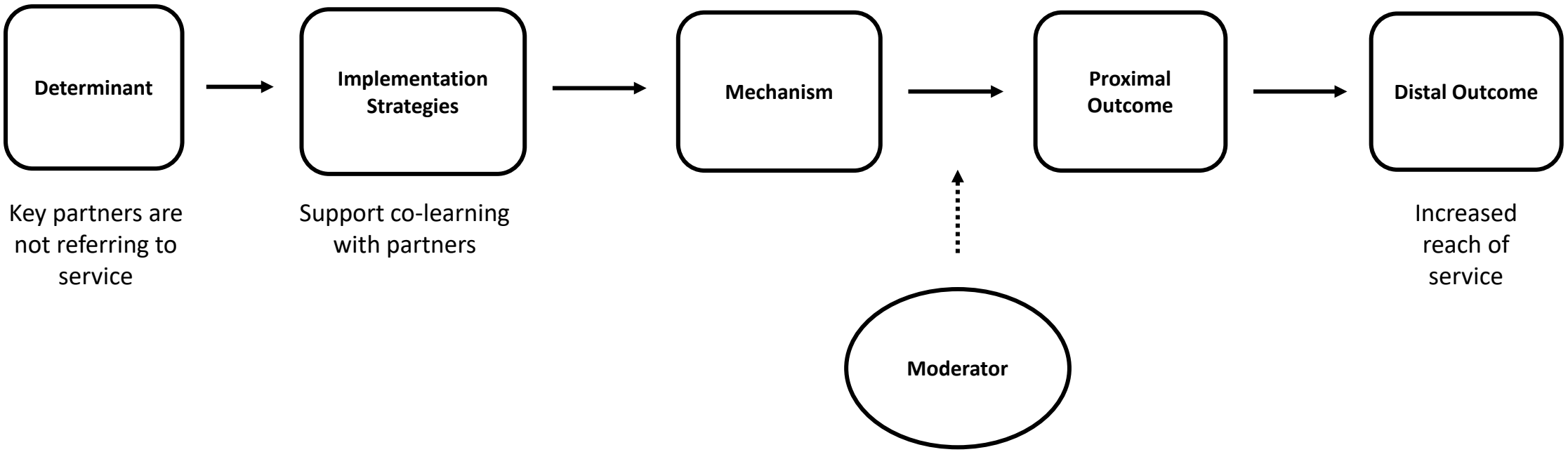


Key partners are not referring to service

Increased reach of service

(Lewis et al., 2018)

Mechanisms of Change



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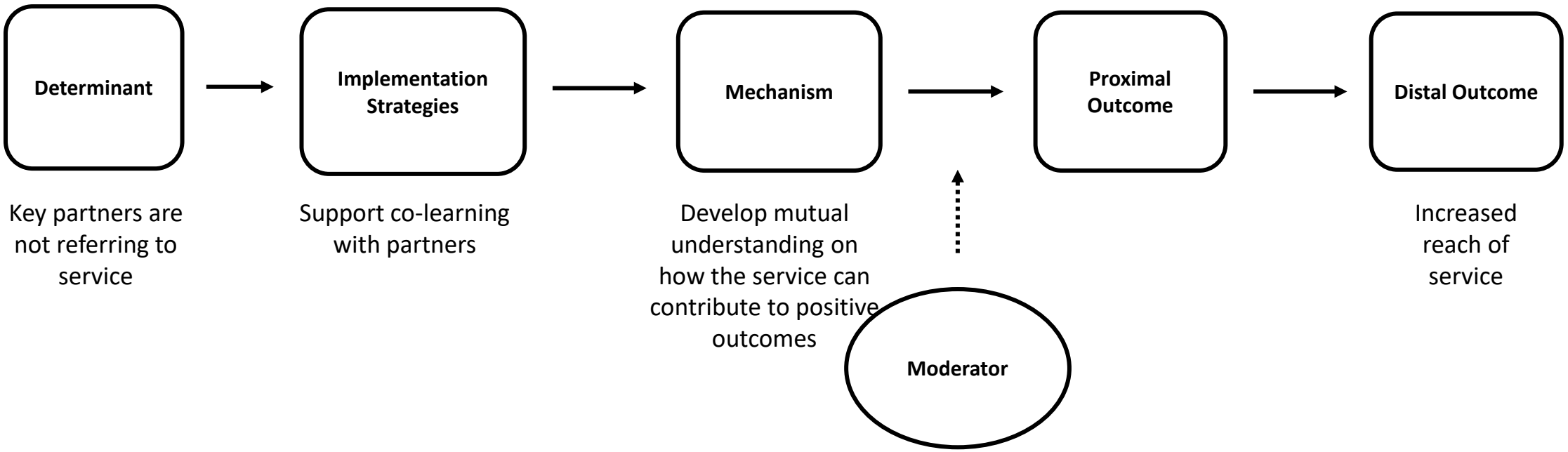

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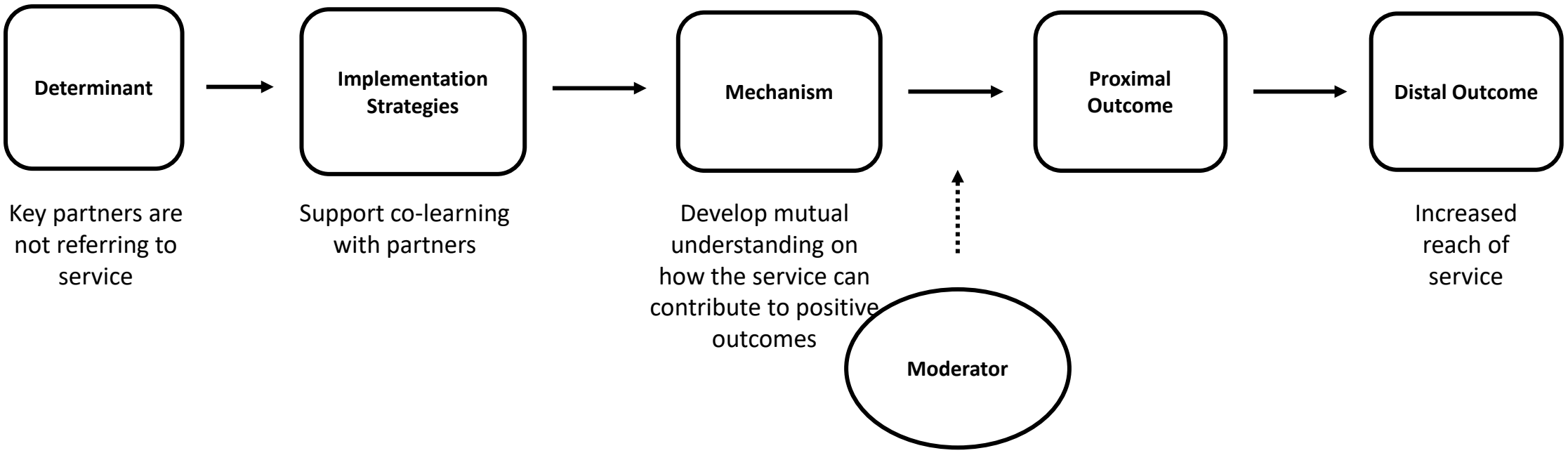

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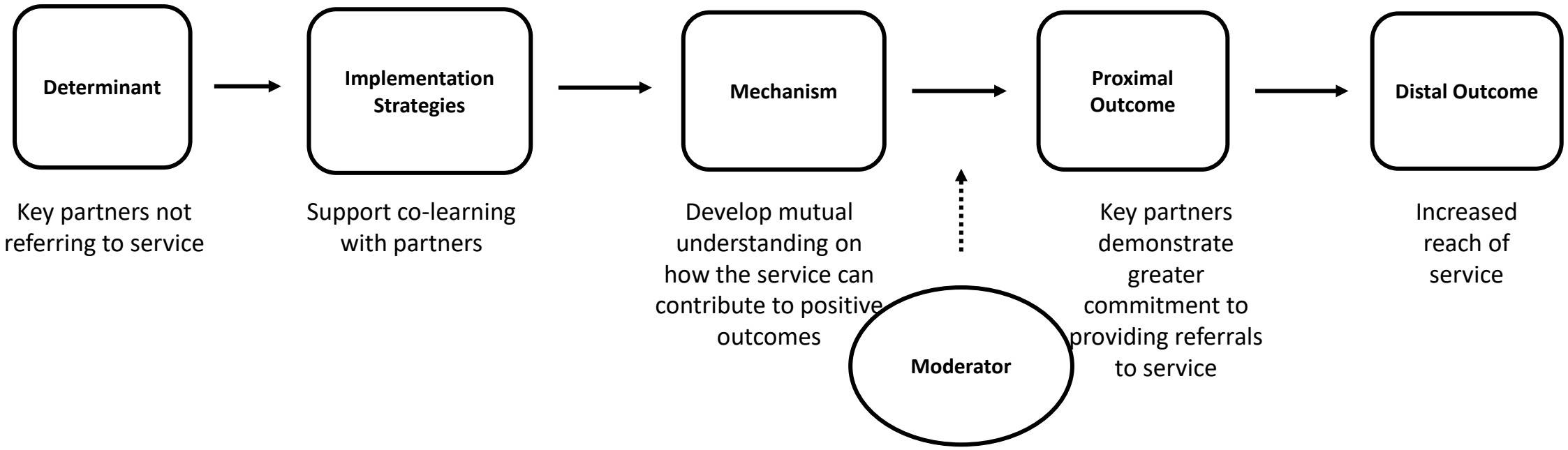

(Lewis et al., 2018)

Activity for implementation teams

Goal: Choose a distal outcome for an intervention you currently are involved in implementing.

- **Determinant** - What is a current barrier central to achieving this goal?
- **Strategy** - What strategy may help to address this barrier?
- **Mechanism** - What process will the strategy operate through that affects implementation outcomes?
- **Moderator** - What may increase or decrease the desired effect?
- **Proximal outcome** - What outcomes would we see first?

Our mission

Ready for School, Ready for Life is a collaborative effort to build a connected, innovative system of care for Guilford County's youngest children and their families.

Every child
deserves a great start in life,
but not every child starts
from the same place.

Our aim: Population-level change

- Planned and well-timed pregnancies
- Healthy births
- On-track development at 12, 24, and 36 months
- School readiness by kindergarten
- Success by third grade

Routes to Ready:
A Path for Parents and Caregivers

ROUTES TO READY

1. Parents and caregivers connect with an RTR partner navigator prenatally or early in childhood- often through their medical provider.
2. Navigators partner with the family to map out each family's unique situation.
3. A course is set with each family to the most appropriate Guilford County resources.
4. Ongoing support and regular check-ins are provided through age 3 to help families throughout their journey.
5. Families set the direction - Routes to Ready helps them get there.

Discussion

- How have you identified barriers to implementation of the expansion and integration of EBPs in Guilford County?
- Have you ever used implementation strategies that you later realized were mismatched to the barrier?
- What have you learned about diagnosing barriers to implementation – barriers that are more easily visible than others?

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Thank you for joining us!

Our next Learning Collaborative is on August 30, 2023.

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