



Implementation Research and Practice: *Improving outcomes for people and communities*

*Adult Protective Services Technical Assistance
Resource Center*

Allison Metz, Ph.D., Director, NIRN

April 20, 2021

Disclaimer

The National Adult Maltreatment Reporting System (NAMRS) and the Adult Protective Services Technical Assistance Resource Center (APS TARC) are a project of the U.S. Administration for Community Living, Administration on Aging, Department of Health and Human Services, administered by the WRMA, Inc. Contractor's findings, conclusions, and points of view do not necessarily represent U.S. Administration for Community Living, Administration on Aging, Department of Health and Human Services official policy.

About the APS TARC

The mission of the APS TARC is to enhance the effectiveness of state APS programs by:

- Supporting federal, state, and local partners' use of data and analytics,
- Applying research and evaluation to practice, and
- Encouraging the use of innovative practices and strategies.

Housekeeping

- Handouts/Slides are available for download in the "Handouts" section of your webinar control panel. You may download them at any time.
- Please use your computer speakers to access audio for this webinar. Please make sure the speaker volume is adjusted to your desired volume.
- If you experience audio problems due to internet connection speeds or hardware issues, we recommend exiting the webinar and re-entering.

Housekeeping

- You may ask questions of our presenter at any time by typing them in the "Questions" box. We will relay as many as we can to the speaker when we pause for questions.
- This webinar is being recorded and all registrants will receive an email when the recording is made available on the APS TARC website.
- All attendees will receive an automatically generated email approximately 24 hours after the webinar ends with a link to a certificate of attendance.

Our Speaker



Allison Metz, Ph.D.

Director

National Implementation Research Network

Welcome and Introductions

Check-in in the Chat

- Name
- Role
- How are you today?
- Which do you prefer?



Beach

Mountains



Salty

Sweet



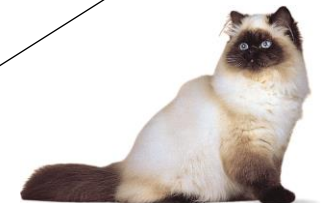
Early bird



Night owl



Dogs



Cats

Intended Results

1. All participants will learn about implementation science and key best practices for service systems
2. All participants will consider how the stages of implementation can be used to guide implementation of APS programs and services
3. All participants will understand implementation support practitioner competencies in relation to their own role

What is Implementation Science? Why Does it Matter?

Implementation Science

Implementation science includes **research** and **practice**

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)

Goal of Implementation Science

To integrate research and practice experience
in ways that improve the outcomes of those
being served.

(Estabrooke et al., 2018)

Equity and Implementation Science

Equitable implementation:

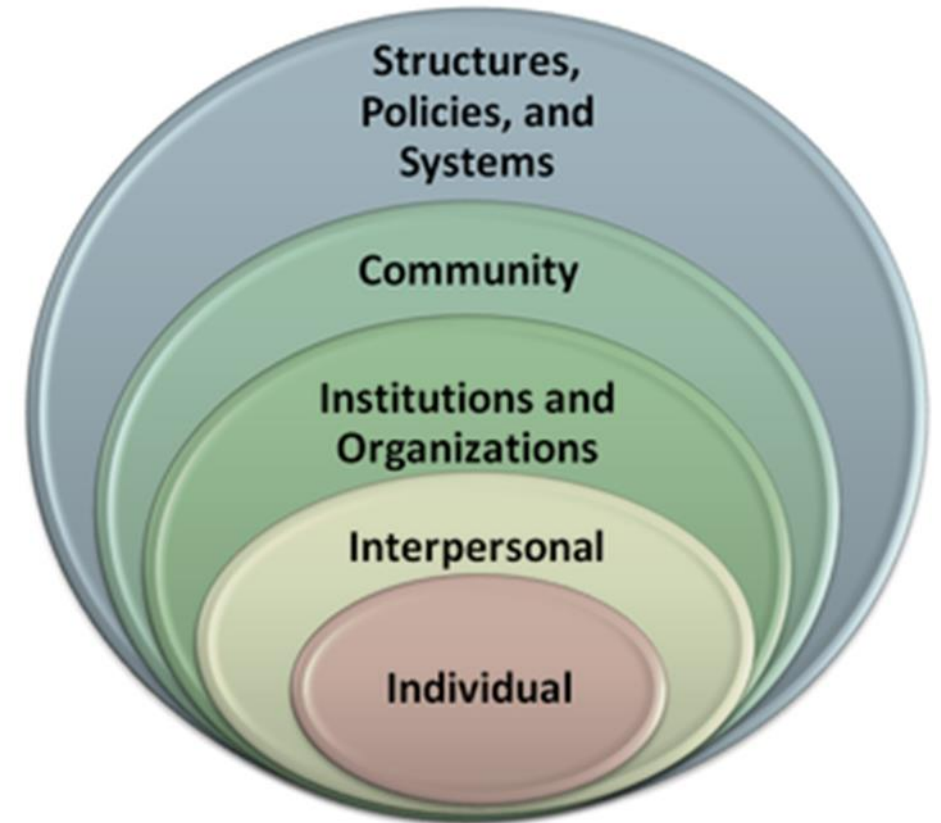
Occurs when strong equity components (including explicit attention to the culture, history, values, assets and needs of the community) are integrated into the principles and tools of implementation science to facilitate quality implementation of effective programs for a specific community or group of communities.



(DuMont, Metz, & Woo, 2019)

Why Does Implementation Matter?

Results from over 500 studies offered strong empirical support to the conclusion that the level of implementation affects the outcomes obtained in promotion and prevention programs.



(Durlak & Dupree, 2008)

Why Does Implementation Matter?

The “Break Even Point” – the greater the gaps in delivery, the more efficacy must be increased to make that enterprise more beneficial than improving delivery

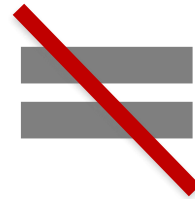
(Woolf & Johnson, 2005)

Achieving fidelity may be more complex than developing a new innovation or technology or pharmaceutical

Strategies, when used alone...

Strategies:

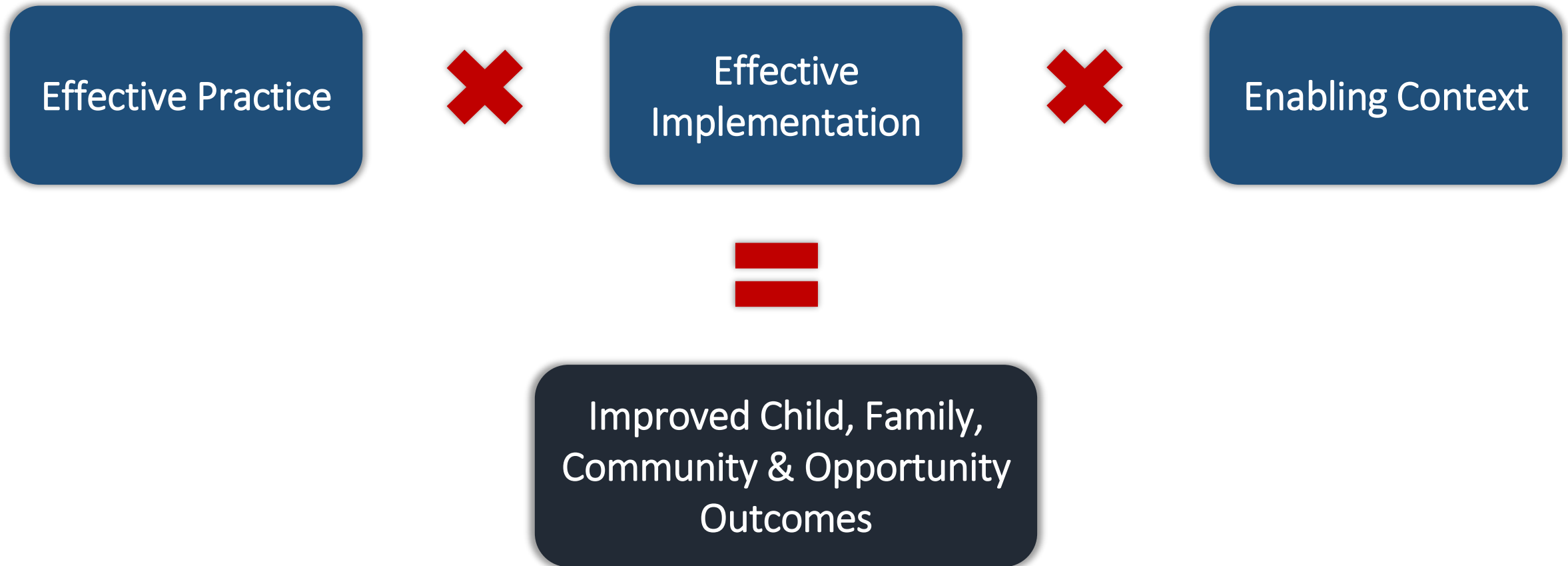
- Sharing information
- Training
- Policy Change
- Providing Funding/Incentives
- Organization Change



**Use of Practices
As Intended**

These strategies are necessary, but not sufficient when used alone.

Effective Implementation



If any of the variables are 0, the results of positive outcomes are unlikely to be achieved and sustained.

Activity



In the chat box, please share:

What is one thing you think is most important for successful implementation of programs and services?

Implementation and Change Efforts

Stage-based Implementation

Effective Implementation?

Effective
Practice

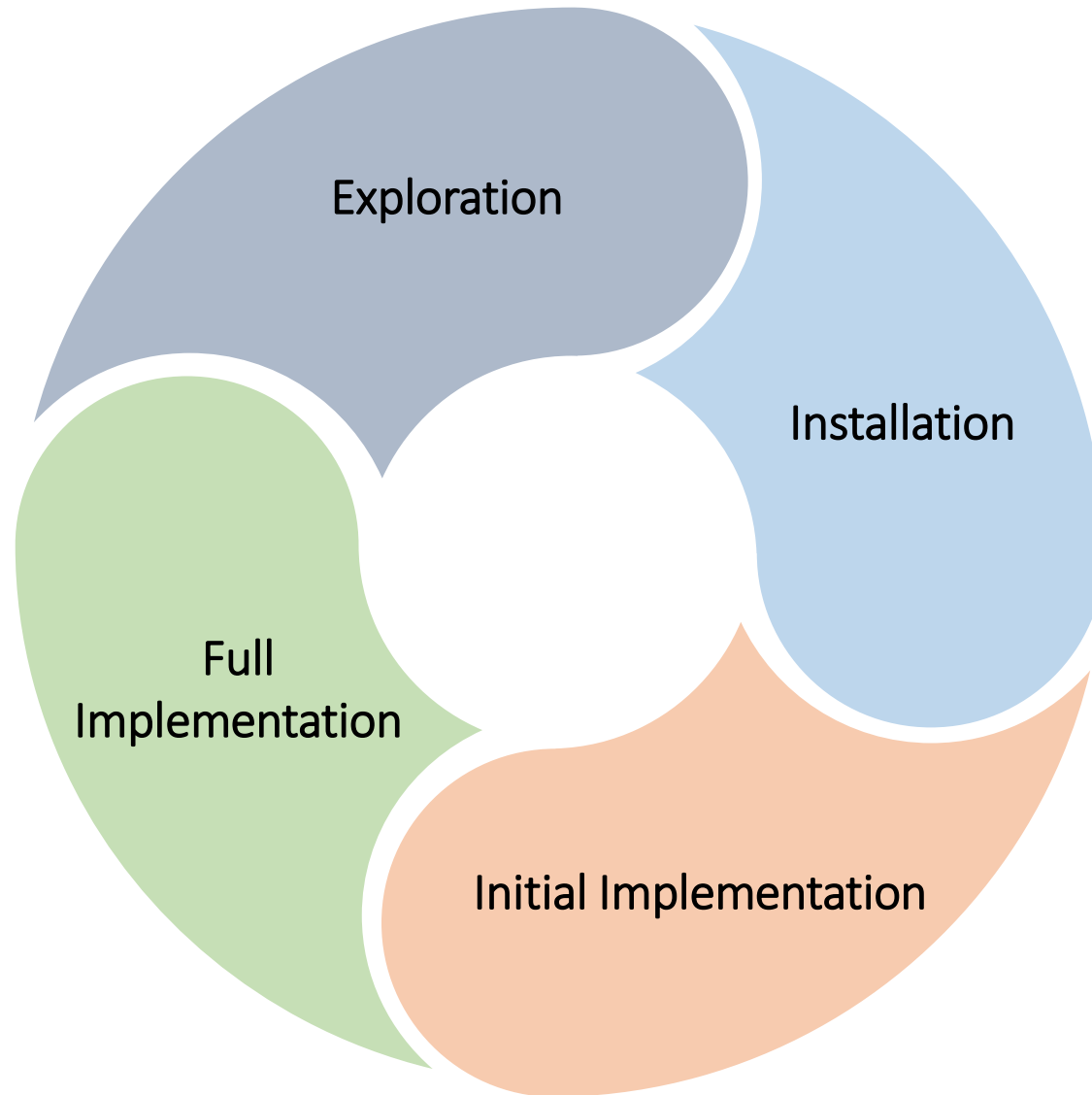
Effective
Implementation

Enabling Context



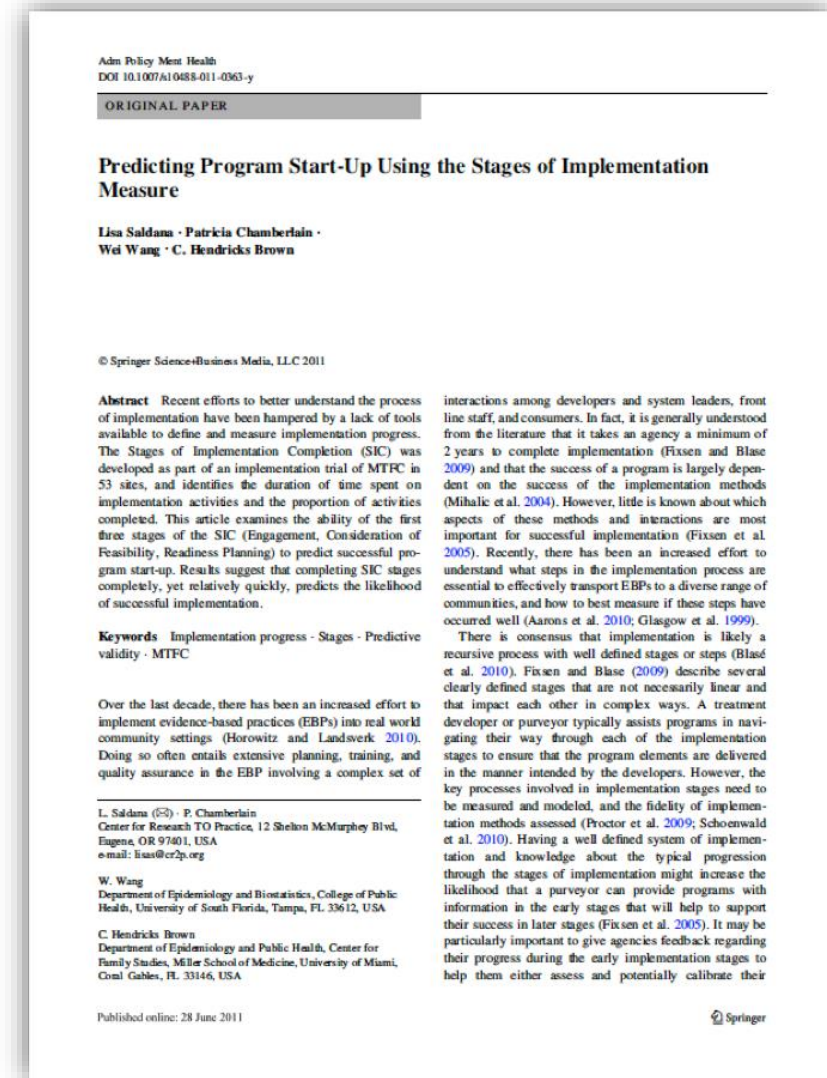
- How does implementation progress over time?
- How do we build sustainable infrastructure to support implementation and achieve fidelity?
- How do we use data to communicate about and improve our work?

Implementation Stages



Stage-based Activities and Outcomes

- Successful program start-up (e.g., Exploration & Installation) predicted program success
- Sites that completed more implementation activities in the early stages, were most likely to initiate services
- Sites that took longer and completed less activities were less likely to initiate services



Exploration



Activities:

- Assess need and assets
- Identify possible programs or practices aligned with needs and assets
- Identify infrastructure elements
- Form or repurpose team
- Grow relationships with community partners
- Assess and create readiness for change
- Develop communication protocols

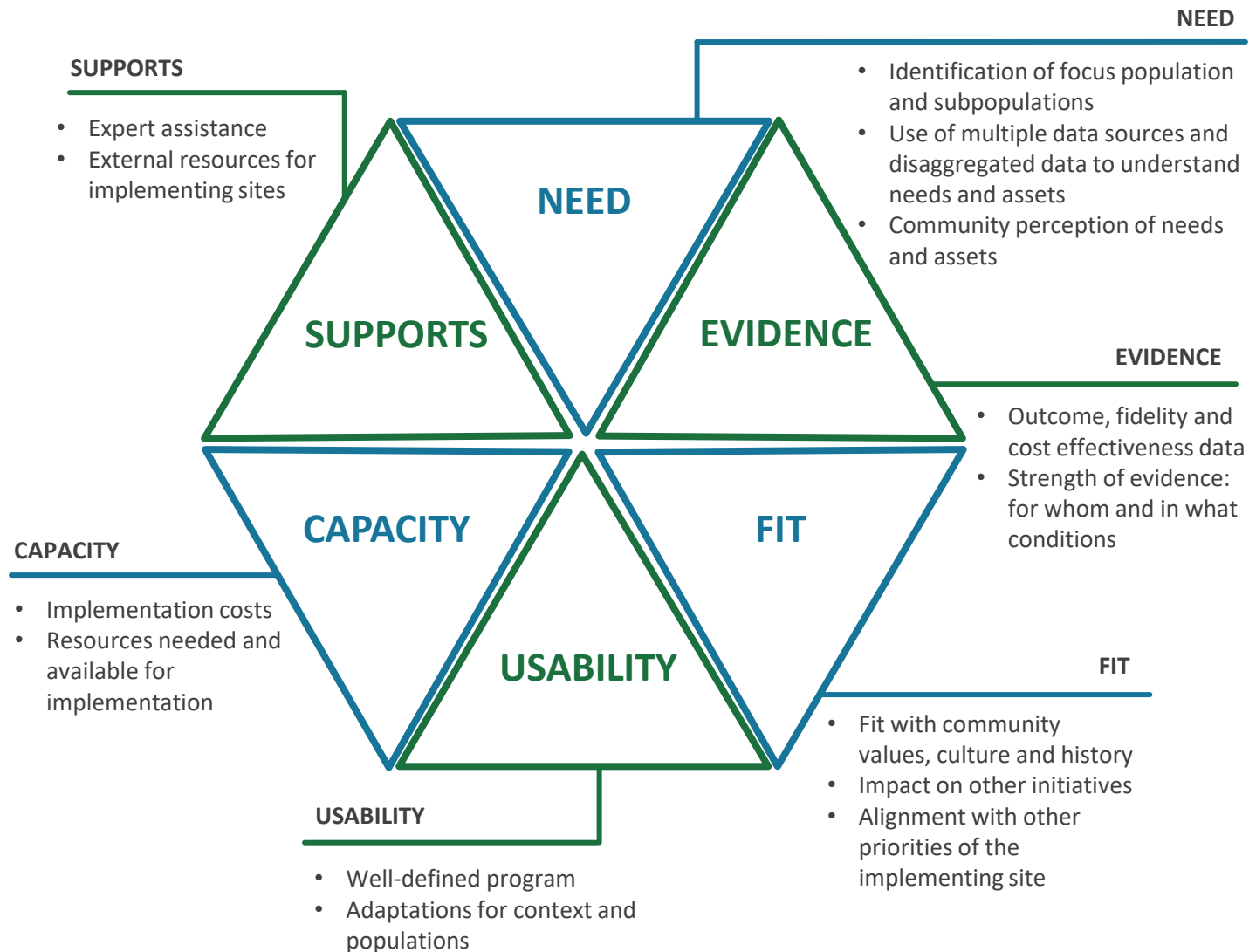
Benchmarks:

- Demonstrated need for program
- Assessment of fit and feasibility
- Demonstrated acceptability and buy-in
- Formation of a core implementation team

Implementation outcomes: Acceptability & Appropriateness

The Hexagon Tool: Centering Equity in Program Selection

- Helps organizations evaluate the fit and feasibility of implementing programs or practices in context
- Designed to be used by a team to facilitate discussion and ensure diverse perspectives are represented in a discussion of the six contextual fit and feasibility indicators



Installation



Activities:

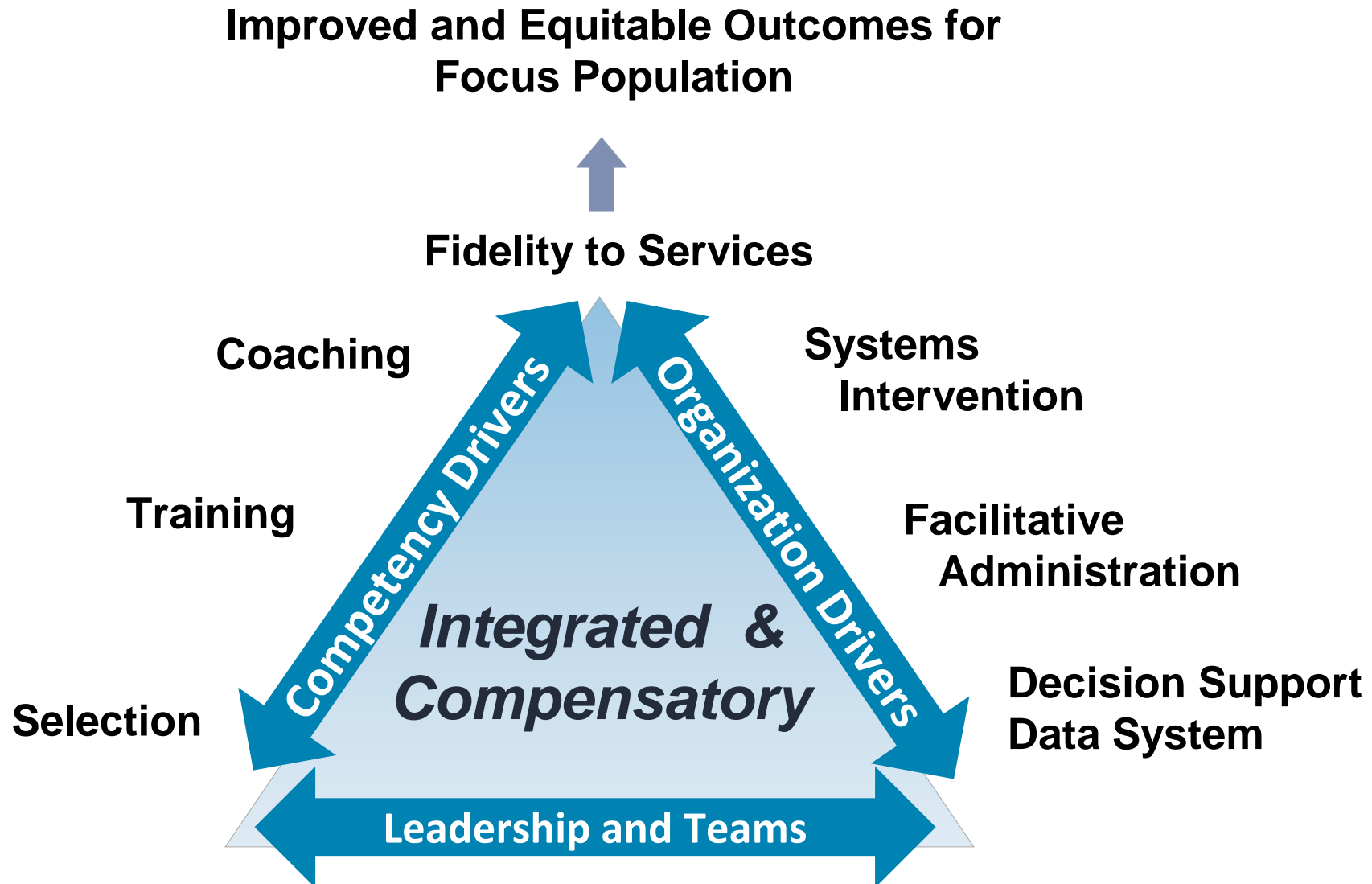
- Assure resources
- Develop infrastructure to support practice and organizational change
- Ensure the implementation team has appropriate knowledge, skills and functions
- Develop and initiate feedback loops

Benchmarks:

- Majority of practitioners are trained; coaching in place
- Infrastructure to support practitioners in place (e.g., referral processes, supportive policies and procedures, fidelity criteria)
- Communication among practitioners, community members, and leadership in place
- Practitioners have access to data for improvement

Implementation outcomes: Adoption

Implementation Infrastructure



Implementation Infrastructure

Implementation Drivers	T1	T2	T3
Selection	1.44	2.00*	1.89*
Training	1.33	1.50*	1.10
Coaching	1.27	1.73*	1.83*
Perf. Assessment	0.78	1.34	2.00*
DSDS	0.18	1.36	2.00*
Fac. Administration	1.38	2.00*	2.00*
Systems Intervention	1.29	1.86*	2.00*
Average Composite Score	1.1	1.68*	1.83*
Fidelity (% of cases)	18%	83%	83%

Metz, A., Bartley, L., Ball, H., Wilson, D., Naom, S., & Redmond, P. (2015)

Discussion



In the chat:

After reviewing the information on Exploration and Installation, what stands out the most to you?

Initial Implementation



Activities:

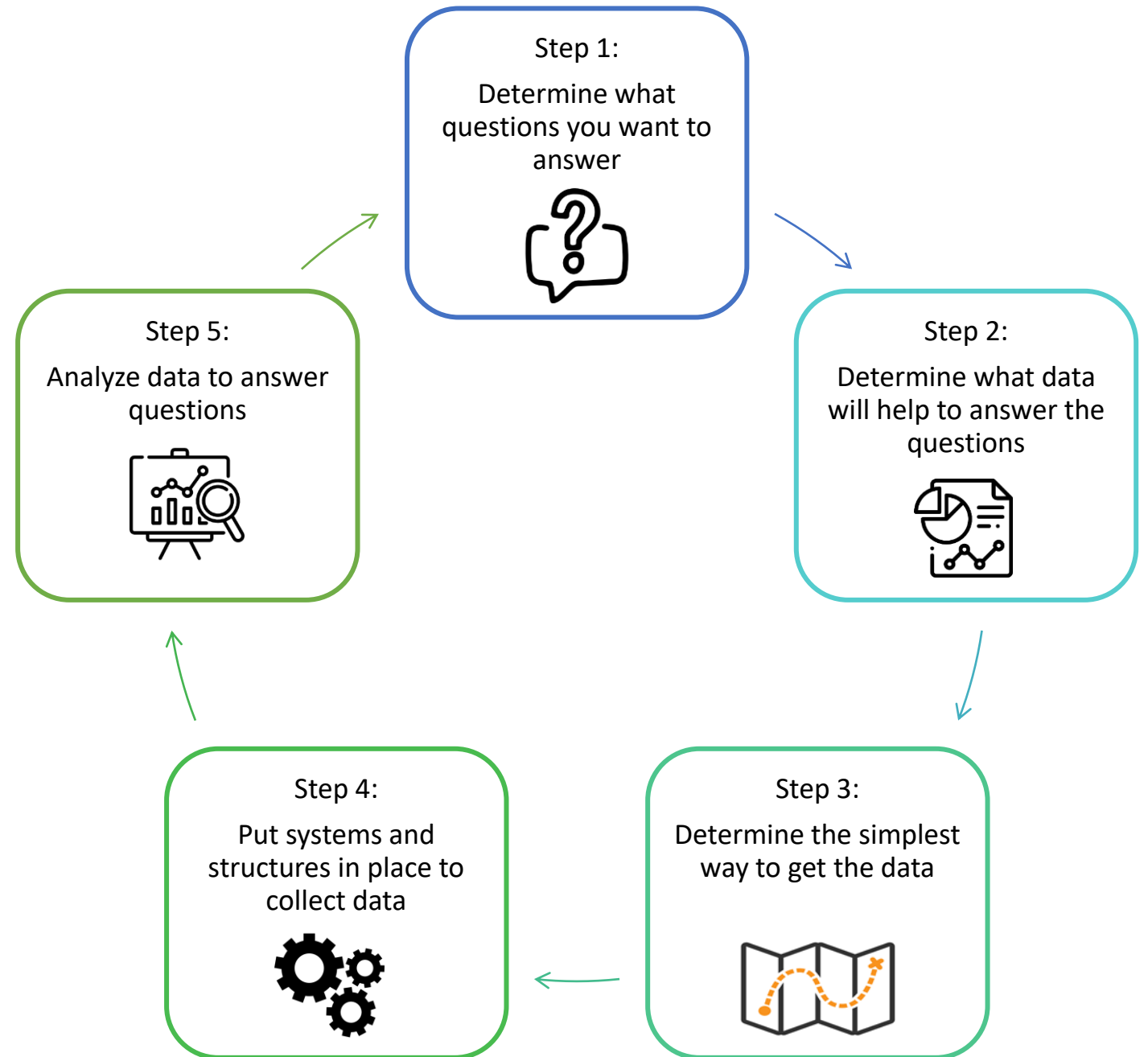
- Initiate new practice
- Use data for continuous improvement
- Strengthen the infrastructure to support practice and organizational change
- Use implementation team to communicate progress, strategies and successes

Benchmarks:

- Variability exists in the quality of implementation but is improving
- Evidence of implementation feasibility
- Majority of staff are implementing the program with fidelity
- Some short-term child and family outcomes are being achieved

Implementation outcomes: Feasibility, Penetration, Cost and Fidelity

Using Data for Improvement



What data will help you answer your question?

Sample Types of Available Data:

PROGRAM

Data that are relevant to administration of the program or practice

- # current caseload
- # added to caseload this month
- # of children in active status
- # of children in monitoring status
- # of children in inactive status

FIDELITY

Data that measure the extent to which the program or practice has been implemented as intended

- # monthly visits with children
- Case record reviews worked on
- Initial written assessment of adoption readiness begun
- Recruiter conducted adoption preparation
- Recruitment plan completed or updated
- # monthly of communication with caseworkers

OUTCOME

Results data that measure the impact of the program or intervention

- # of adoptions reported in submit month
- # of guardianships reported in submit month
- # of children matched to date
- Total # of matches across all children to date

Step Five

How will the data be analyzed to answer your question?

Systems for Reviewing and Analyzing Data

- Is the team's role clear? Do team members know their responsibilities?
- Is use of data built into site team agendas (e.g., Look, Think, Act or W³ – What, So What, Now What?)?

What?

- What data are we reviewing today?
- What stands out?
- Are there patterns in the data?
 - Are there patterns month to month?
 - Are we noticing trends?

So What?

- Why is this important?
- What conclusions can we make?
- What progress/changes have we seen since our last meeting?

Now What?

- What actions make sense based on these data?
- What implementation supports might need to be strengthened?
- What support do staff need?
- How will we determine that progress is made?

Full Implementation



Activities:

- Use data for ongoing improvement
- Produce more efficient and effective infrastructure
- Assess fidelity and outcomes
- Maintain skillful practice

Benchmarks:

- All practitioners implementing the program with fidelity; supervisors are coaching effectively; data used regularly for ongoing improvement
- Evidence of improved intermediate outcomes
- Emerging evidence of connections between intermediate outcomes and improved long-term child and family outcomes

Implementation outcomes: Sustainability

Population Outcomes: Child, Family and Community Outcomes

Sustaining Enabling Contexts

- Program integration – maintaining fidelity
- Capacity – localized competency supports, implementation team, internal sources
- Organizational context – alignment with values and principles of intervention, committed leadership, refined policies and procedures
- Processes and interactions – shared vision, collaborative decision-making, trusting relationships

Sustainability has evolved from being considered as the endgame of a translational research process to a suggested 'adaptation phase' that integrates and institutionalizes interventions within local organizational and cultural contexts.

Discussion

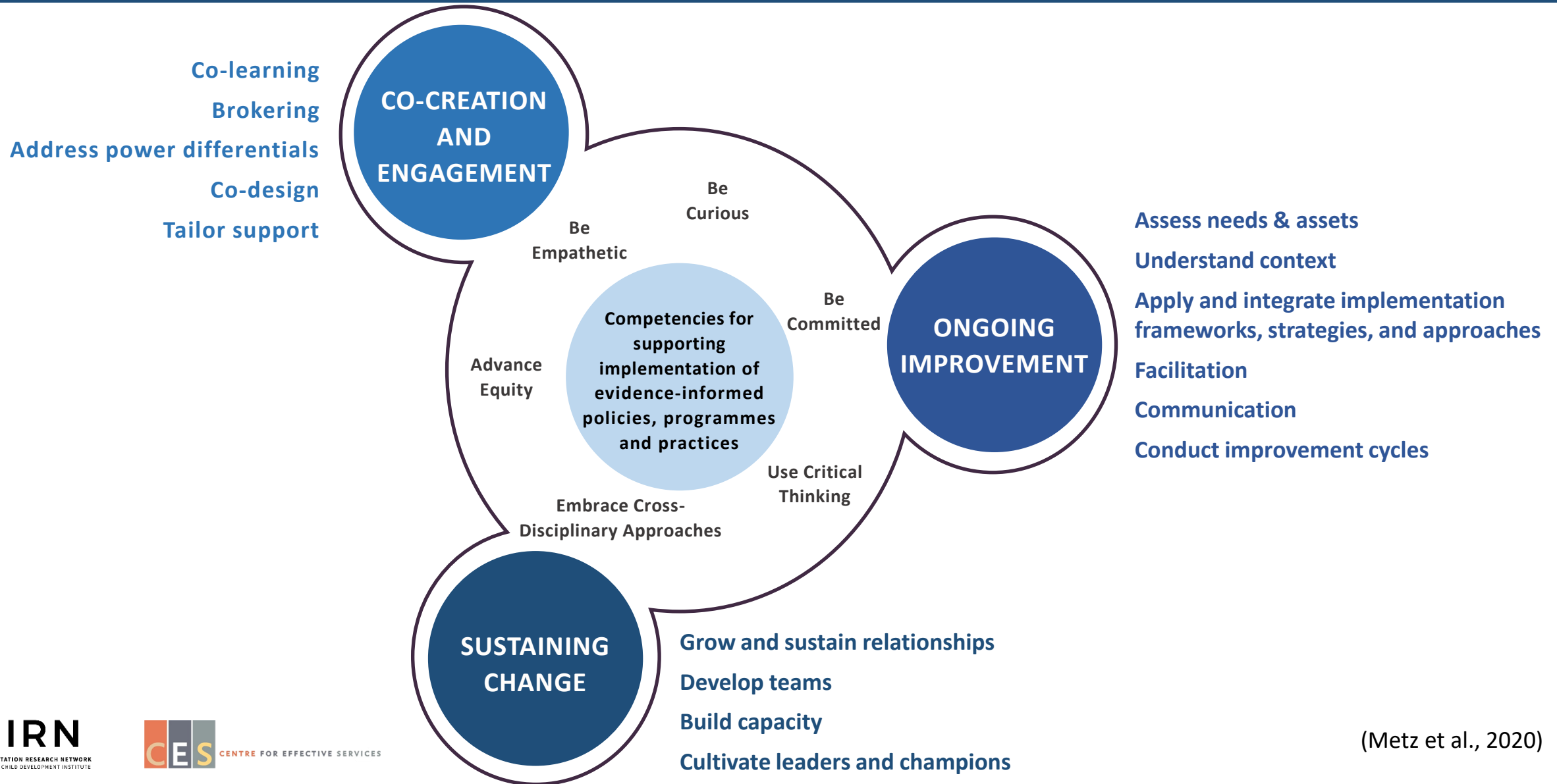


In the chat:

After reviewing the information on Initial and Full Implementation stages, what stands out the most to you?

Implementation Support Practitioner Principles and Competencies

Implementation Support Practitioner Competencies

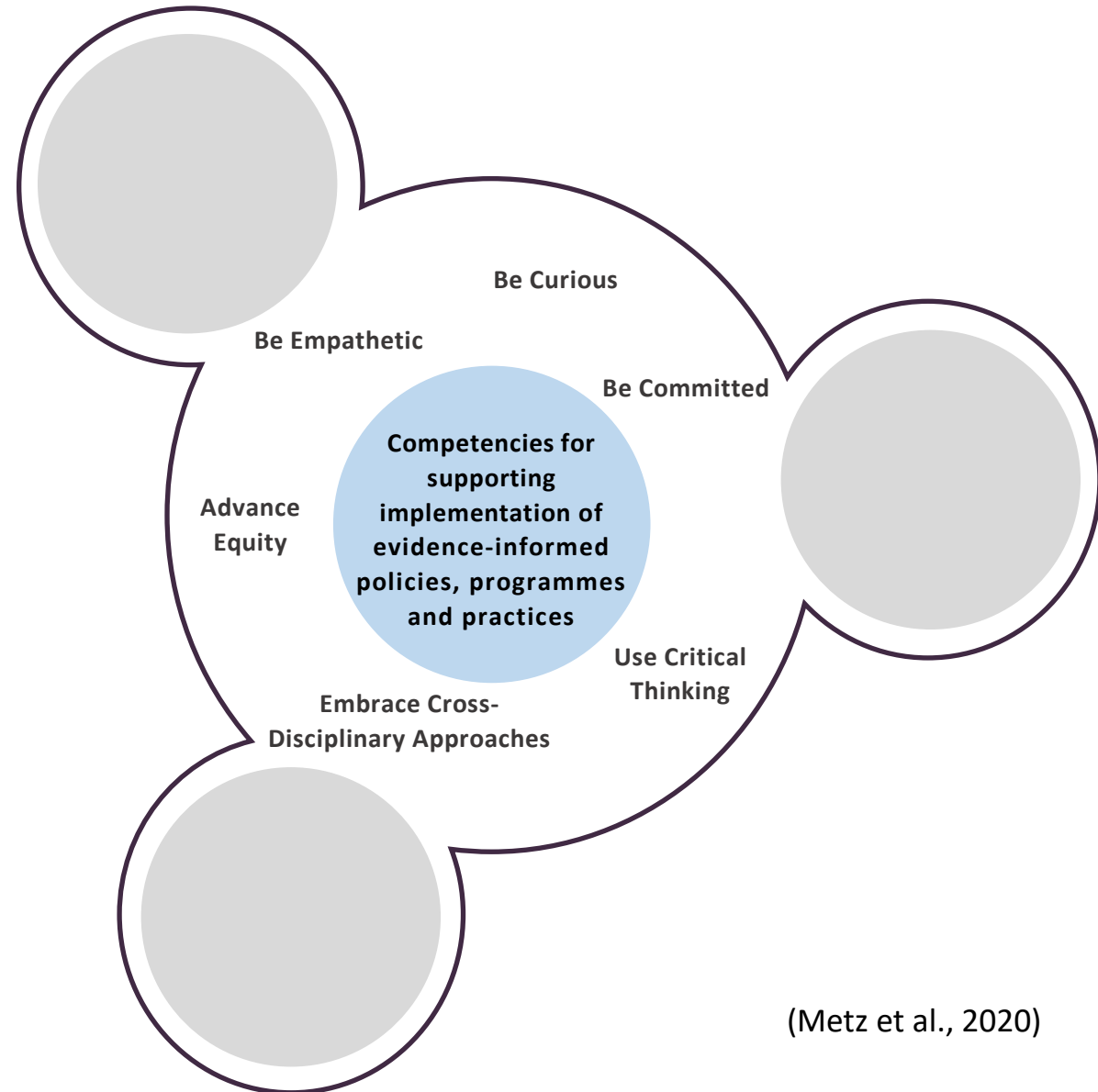


(Metz et al., 2020)

Guiding Principles

Principles are the foundational *attitudes* with which implementation support practitioners should approach their work, decision-making and interactions with communities, organizations and stakeholders.

- Be Empathetic
- Be Curious
- Be Committed
- Advance Equity
- Use Critical Thinking
- Embrace Cross-disciplinary Approaches



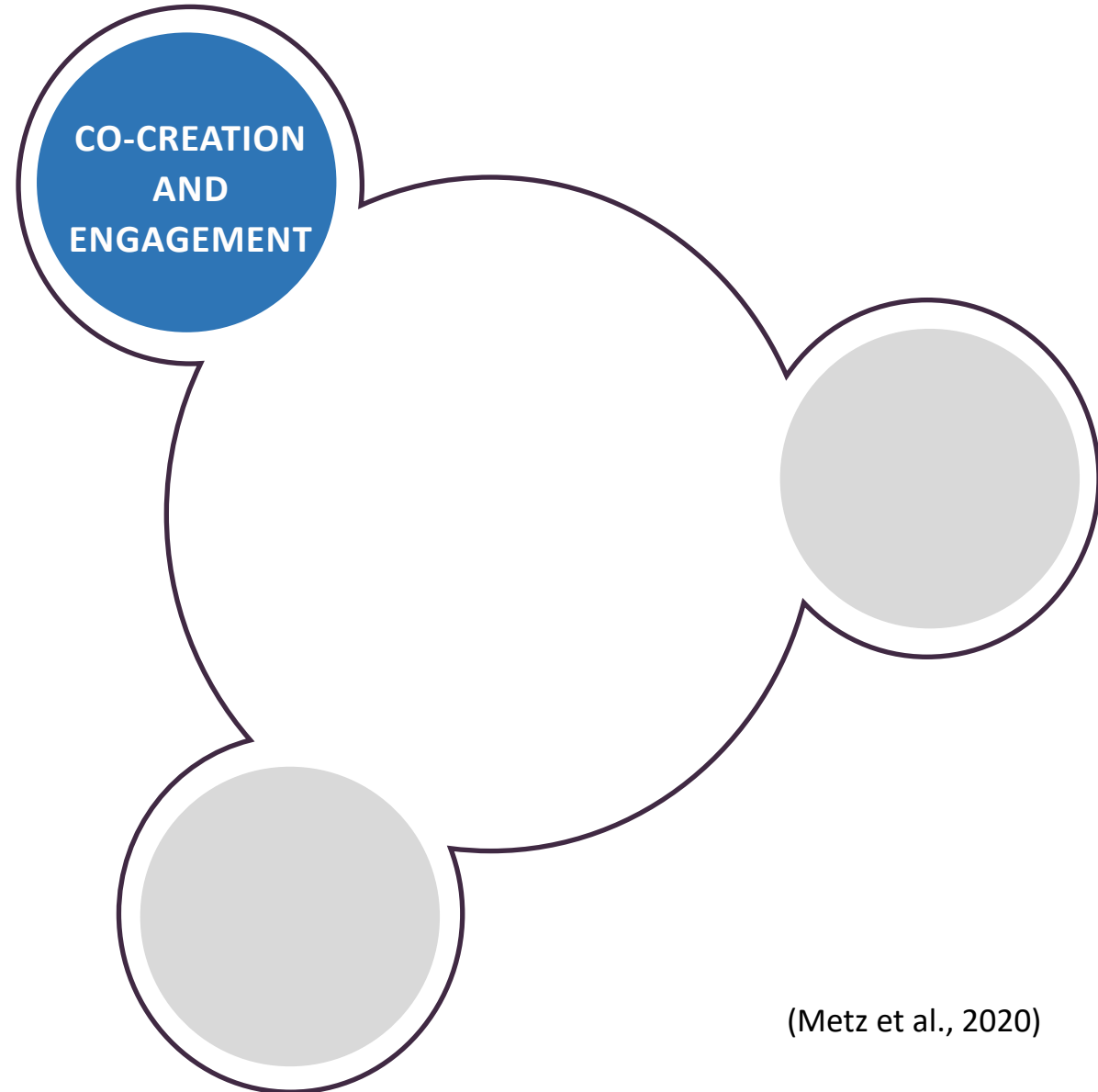
(Metz et al., 2020)

Co-creation and Engagement

Implementation support practitioners promote and facilitate the active involvement of stakeholders in all stages of the design and implementation process resulting in service models, approaches, and practices that are contextualised and tailored to settings.

Core Competencies:

- Co-learning
- Brokering
- Addressing power differentials
- Co-design
- Tailored support

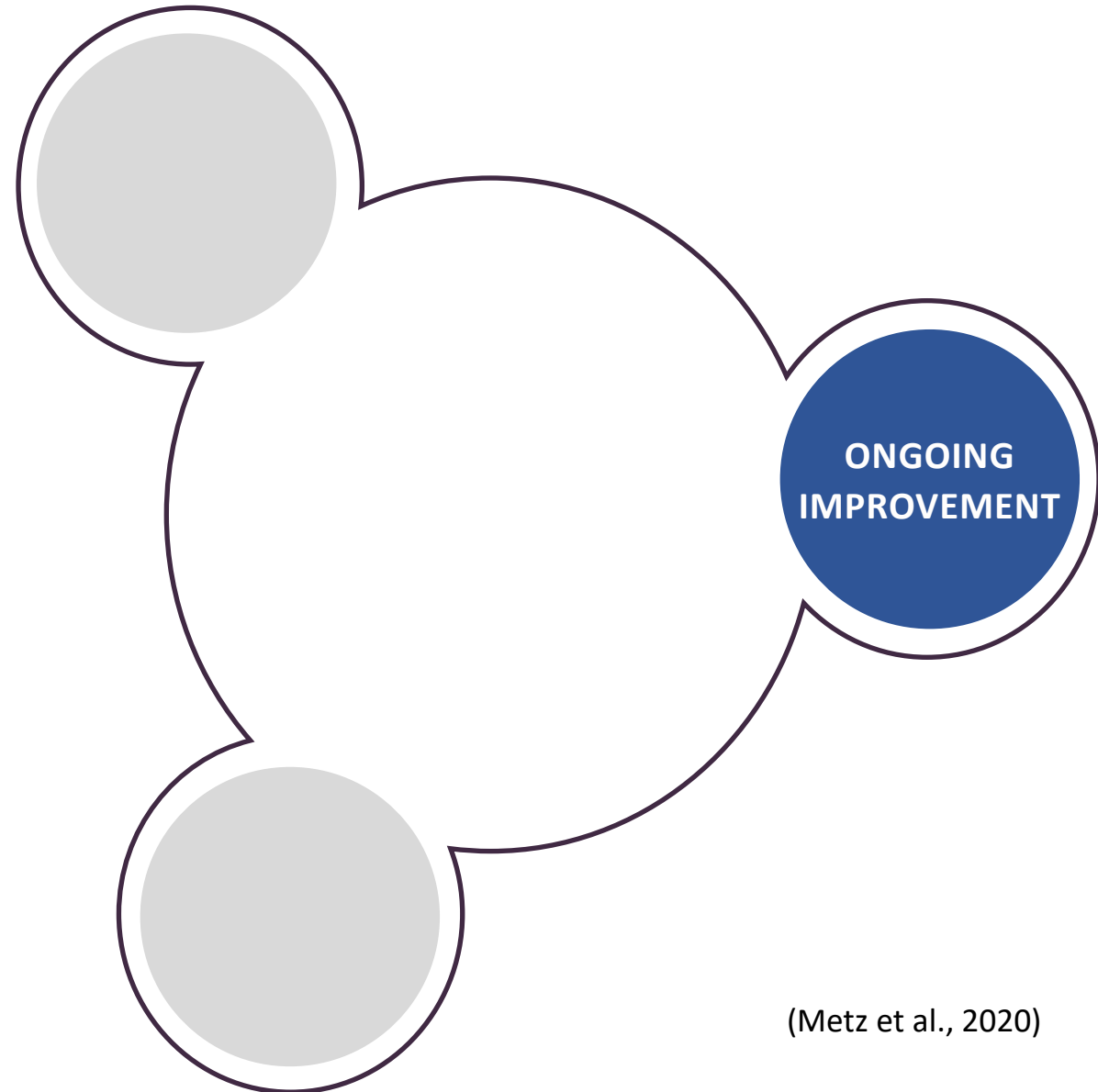


Ongoing Improvement

Implementation support practitioners help to make organizational learning a core value of the implementation setting. They support the use of quantitative and qualitative feedback at each stage of implementation through regular stakeholder debriefings, dedicating time for reflection, shared learning and improvements along the way.

Core Competencies:

- Assess needs and assets
- Understand context
- Apply and integrate implementation frameworks, strategies, and approaches
- Facilitation
- Communication
- Conduct improvement cycles



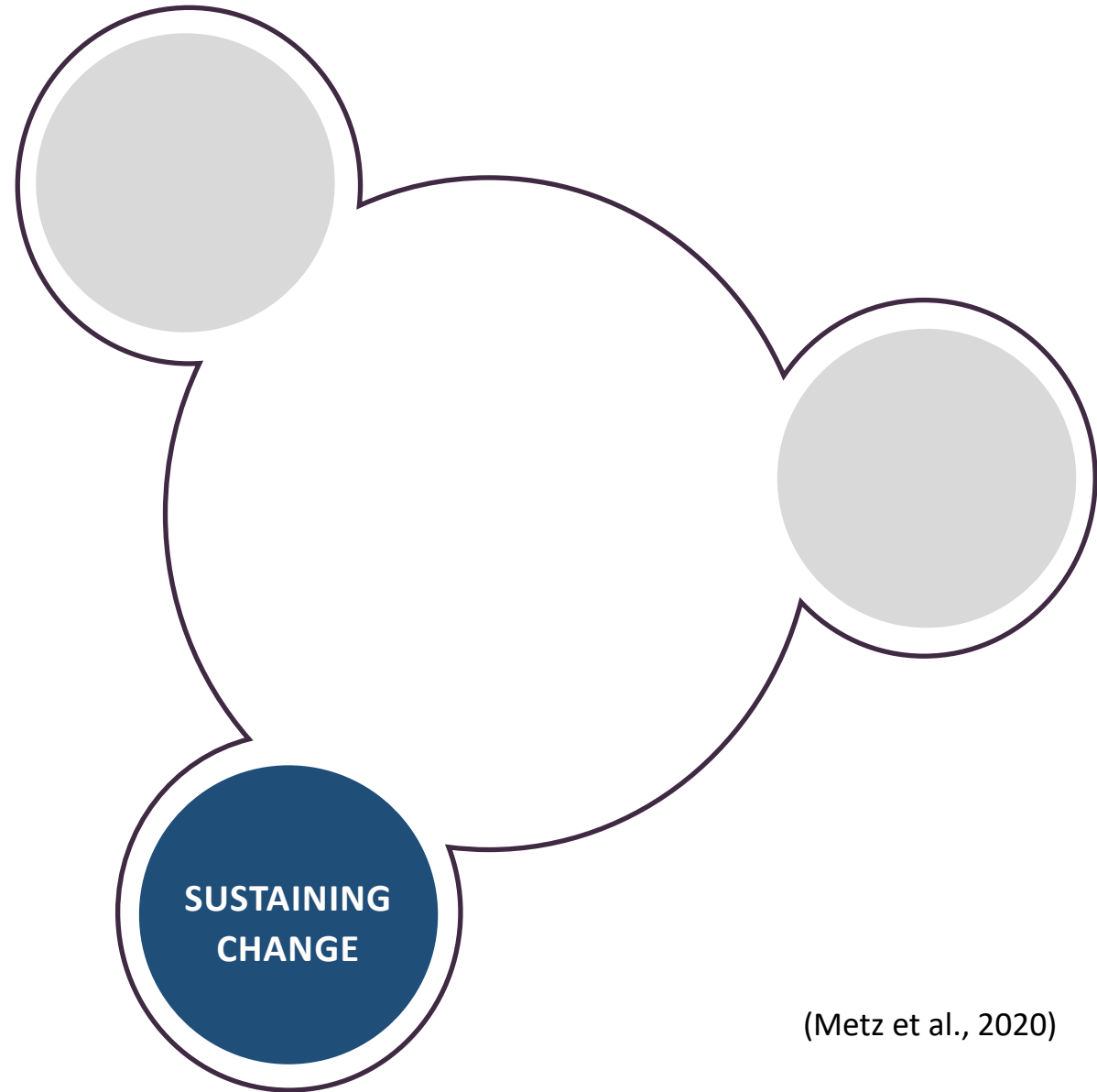
(Metz et al., 2020)

Sustaining Change

Implementation support practitioners support the sustainability of programmes and practices by helping communities to develop a shared vision and mutual accountability, and by facilitating existing relationships, problem solving and resource sharing.

Core Competencies:

- Grow and sustain relationships
- Develop teams
- Build capacity
- Cultivate leaders and champions



(Metz et al., 2020)

Discussion



Reflection

1. In your role, which of these competencies do you use? Which ones do you not use?
2. What would you like to strengthen? Why?
3. What support would you need?

Share thoughts in the chat

Closing



Contact Us

<https://apstarc.acl.gov/>
apstarc-ta@acl.hhs.gov