



UK IMPLEMENTATION SOCIETY

Building capacity, sharing learning, and connecting professionals in implementation, improvement and innovation in services to people

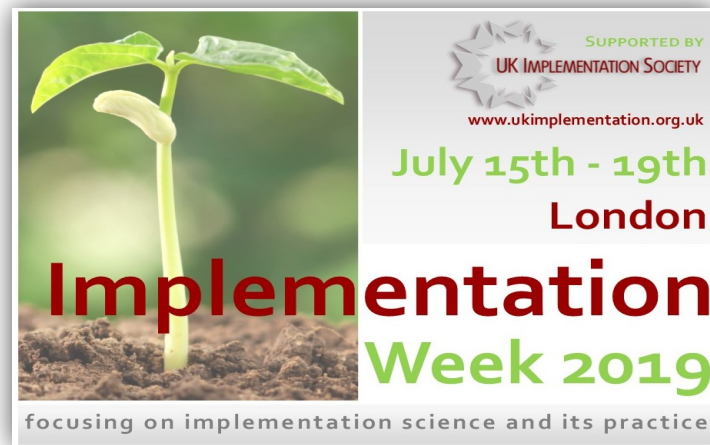
Implementing evidence in practice

Grab the tiger by the tail!

Melanie Barwick

Jacquie Brown

London, UK ☿ Friday 19th July 2019



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@melanie_barwick

Implementing Evidence in Practice

Grab the Tiger by the Tail!

The Implementation



UK IMPLEMENTATION SOCIETY

Building capacity, sharing learning, and connecting professionals in implementation, improvement and innovation in services to people

SickKids[®]



UNIVERSITY OF
TORONTO



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Agenda for the Day

9.30 AM - 10.00 AM

Registration, Coffee, and Networking

10.00 AM - 10.20 AM

Introductions

10.20 AM - 11.10 AM

1. Setting the Course & 2. Finding our Way

11.10 AM - 11.30 PM

3. Overview of the Game

11.30 AM - 12:30 PM

4. Playing The Game

12.30 PM - 1:15 PM

LUNCH BREAK

1.15 PM - 2:30 PM

4. Playing The Implementation Game – part 2

2:30 PM - 3.30 PM

5. Debrief, Reflections & Questions

3.30 PM - 4.00 PM

6. Evaluation & Intentions



Introductions



The Expertise in the Room

1. Your name
2. Where you work & what you do there
3. One thing you hope to take away from this workshop



1. Setting the Course for Today

Workshop Aims and Structure

- 1) Participants will *improve their knowledge* of how to implement evidence in real world practice;
- 2) Participants will *gain skills and tools* they can apply to inform implementation;
- 3) Participants will *broaden their network* of implementation colleagues



THE IMPLEMENTATION GAME

Citation:

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The Hospital for Sick Children

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The Implementation Game



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The Implementation Game™

Simplifying learning and planning for the implementation of evidence-based interventions and innovations

<https://buff.ly/2QovKNE>



LAUNCH

October 2018



87 users to date

"The concept is really great. I can tell that a lot of hard work was put into the game and I learned about a lot of concepts that I was not aware of and will carry forward. The packaging was great as well."



Game Elements



IMPL Team

Process

Factors

Strategies

Outcomes



Evaluation  SurveyMonkey

Use

Usefulness

Quality

Outcome

Melanie Barwick, PhD, CPsych
Senior Scientist, SickKids Hospital
Professor, U Toronto



UNIVERSITY OF TORONTO

SickKids

I'm not lost
for I know where I am.
But however,
Where I am
may be lost.

-winnie the pooh



2. Finding Our Way

Implementation Made Fun & Simple



Implementation is HARD

Can we make it fun to do?

Game-based learning

- Compared to traditional learning, game-based learning is more effective than e-learning
- Increases self-confidence by up to 20%
- Improves conceptual knowledge by 11%
- Increases retention of learned content by 90%
- Achieves 20% more practical knowledge
- Stimulates the mind
- Improves self-esteem
- Applicable to the real world
- Provides immediate feedback
- Interactive nature
- Collaborative learning



*A spoonful of sugar
helps the medicine go down*

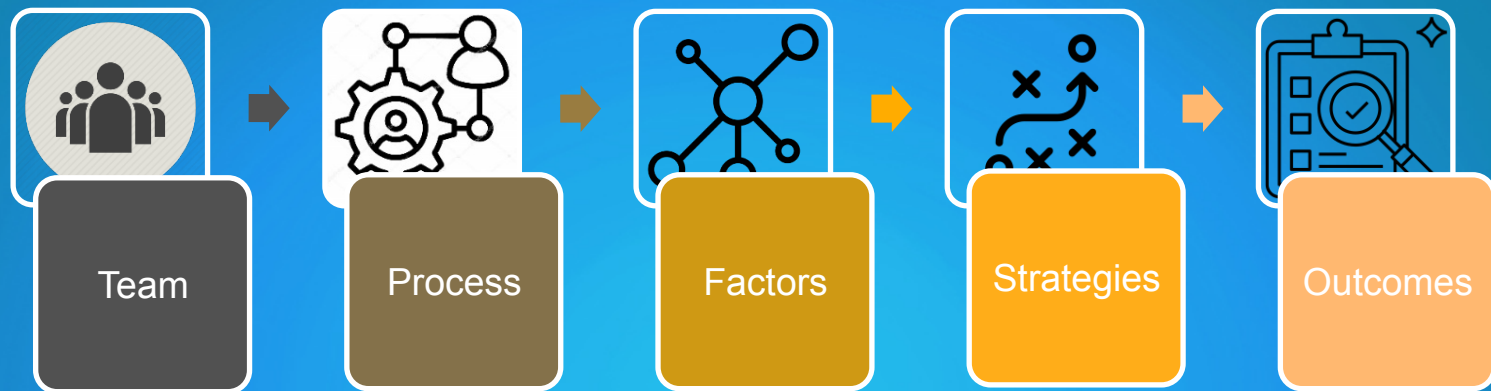




Elements of Implementation

Make it simple

Can you remember 5 things?



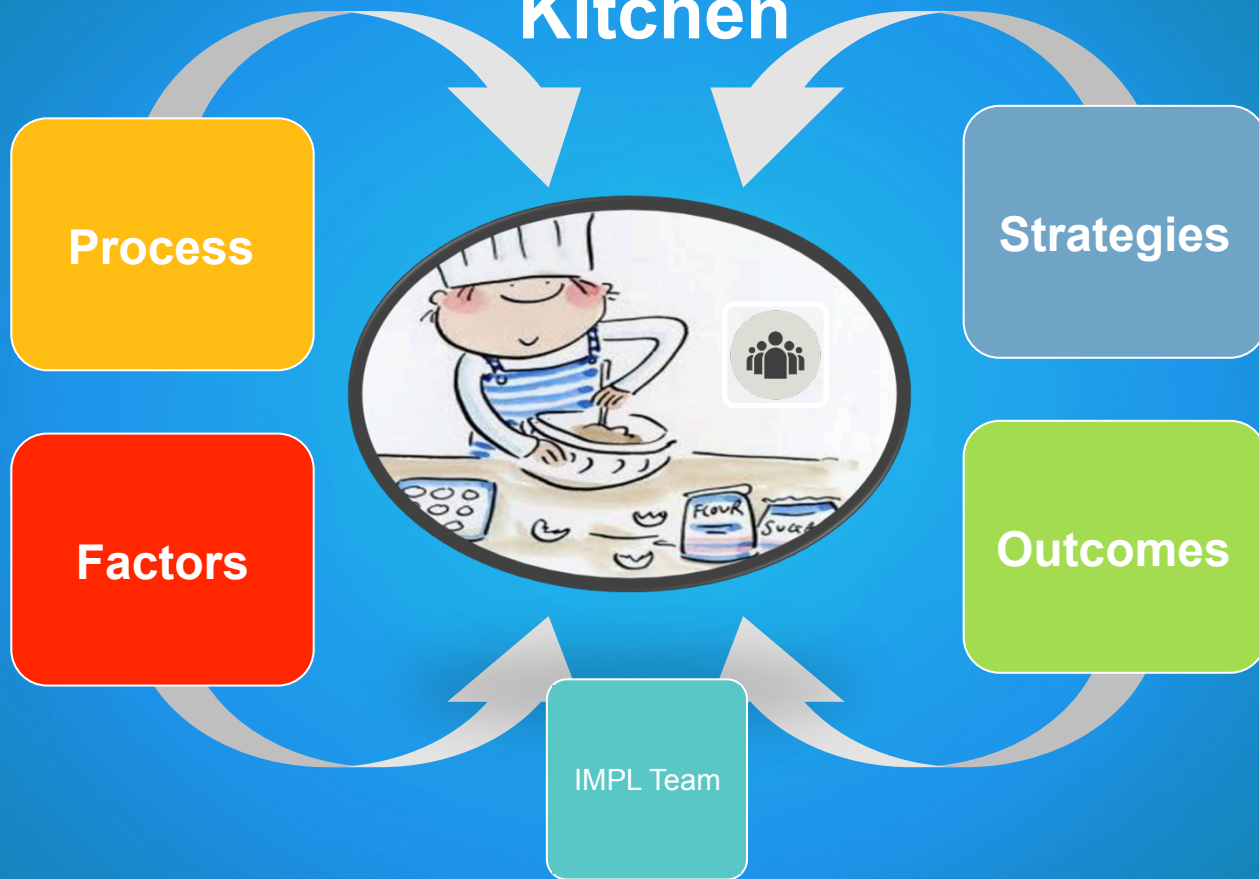
CONTEXT

Keep in mind:

- Implementation is a specified set of activities designed to put into practice an activity or program.
- Context is very important in implementation.
- Implementation involves intervention-level activities and implementation-level activities.
- This means there are two sets of outcomes (intervention outcomes and implementation outcomes).



The Implementation Kitchen



The Implementation Kitchen Analogy

Cooking

A kitchen

The right tools (oven, sink)

A cook with the right skills

A recipe

Adaptation to the recipe

Ingredients & chemistry

Evaluation of taste, nutrition

Implementing

A setting

A receptive context

Implementation team with the right skills

A step by step implementation process

Adaptation (fidelity vs going rogue)

Factors & mechanisms

Evaluation of outcomes (clinical, impl)





Implementation Success

Implementation of evidence fundamentally requires the following:



If any component is weak then intended outcomes will not be achieved, sustained, or used on a socially significant scale.


Source <http://nirn.fpg.unc.edu/learn-implementation/implementation-defined>



Theories, Models, and Frameworks

TMFs inform your implementation approach, enhances the interpretability of your outcomes, and ensures that essential implementation strategies are included. TMFs are integrated into The Implementation Game.

Nilsen *Implementation Science* (2015) 10:53
DOI 10.1186/s13012-015-0242-0

 IMPLEMENTATION SCIENCE

DEBATE **Open Access**

Making sense of implementation theories, models and frameworks

Per Nilsen

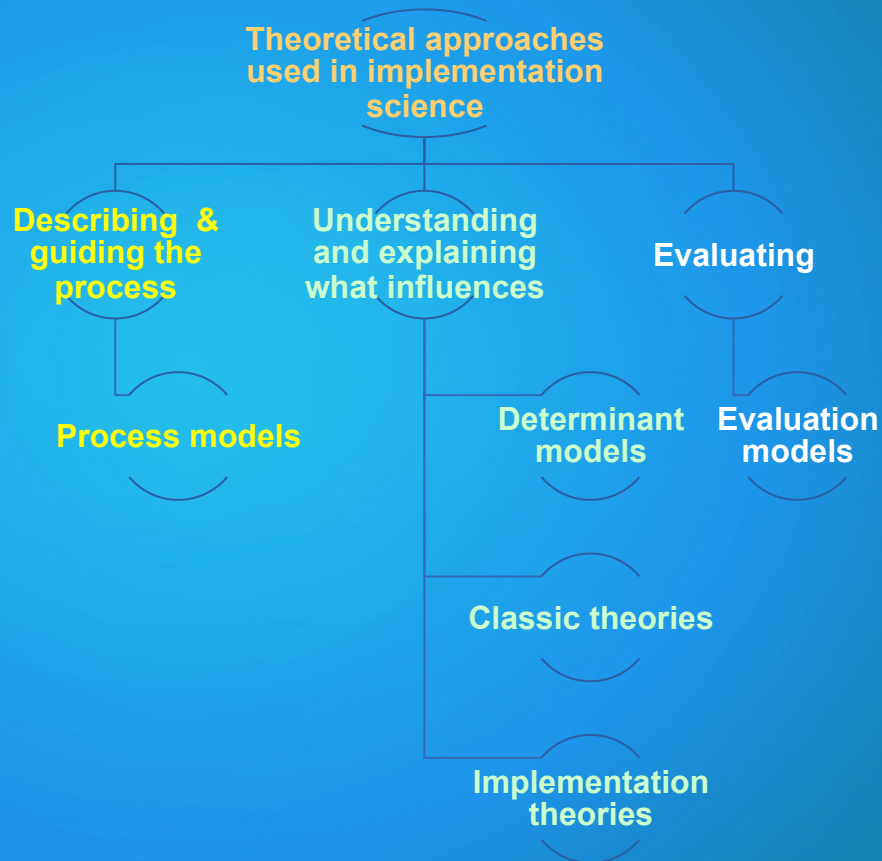
Abstract

Background: Implementation science has progressed towards increased use of theoretical approaches to provide better understanding and explanation of how and why implementation succeeds or fails. The aim of this article is to propose a taxonomy that distinguishes between different categories of theories, models and frameworks in implementation science, to facilitate appropriate selection and application of relevant approaches in implementation research and practice and to foster cross-disciplinary dialogue among implementation researchers.

Discussion: Theoretical approaches used in implementation science have three overarching aims: describing and/or guiding the process of translating research into practice (process models); understanding and/or explaining what influences implementation outcomes (determinant frameworks, classic theories, implementation theories); and evaluating implementation (evaluation frameworks).

Summary: This article proposes five categories of theoretical approaches to achieve three overarching aims. These categories are not always recognized as separate types of approaches in the literature. While there is overlap between some of the theories, models and frameworks, awareness of the differences is important to facilitate the selection of relevant approaches. Most determinant frameworks provide limited "how-to" support for carrying out implementation endeavours since the determinants usually are too generic to provide sufficient detail for guiding an implementation process. And while the relevance of addressing barriers and enablers to translating research into practice is mentioned in many process models, these models do not identify or systematically structure specific determinants associated with implementation success. Furthermore, process models recognize a temporal sequence of implementation endeavours, whereas determinant frameworks do not explicitly take a process perspective of implementation.

Keywords: Theory, Model, Framework, Evaluation, Context



MYTH BUSTER:
you need more than one!



How Implementation Practitioners and Researchers Might Use Frameworks

Implementation Practitioners:

- Consider implementation strategies (e.g., coaching or learning communities)
- Develop structures (e.g., teams or leaders)
- Consider relevant stage-based activities
- Identify outputs and outcomes

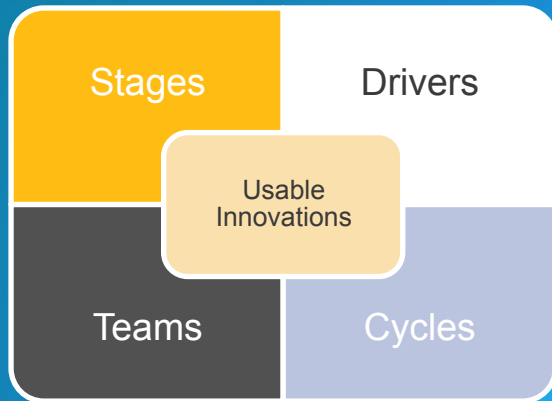
Implementation Researchers:

- Form research questions through theory and previous research
- Develop methodology
- Identify measures and metrics
- Interpret research findings

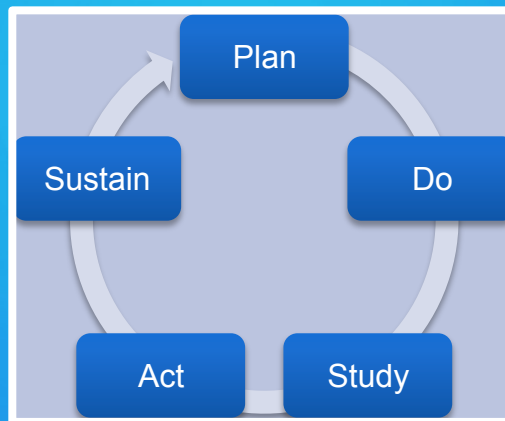


Process Models Guide the Steps

Example 1: Active Implementation Frameworks (NIRN; Fixsen et al., 2005)



Implementation Teams Lead the work:
Implementation Teams can be different:
EBP developers and purveyors
intermediary organizations that help others implement EBPs
They are developed on site with support from groups outside the organization or system, sometimes in the context of active research.





Usable Innovations

The Hexagon: An Exploration Tool

The Hexagon can be used as a planning tool to guide selection and evaluate potential programs and practices for use.

IMPLEMENTING SITE INDICATORS

CAPACITY TO IMPLEMENT

Staff meet minimum qualifications

Able to sustain staffing, coaching, training, data systems, performance assessment, and administration

- Financial capacity
- Structural capacity
- Cultural responsiveness capacity

Buy-in process operationalized

- Practitioners
- Families

FIT WITH CURRENT INITIATIVES

Alignment with community, regional, state priorities

Fit with family and community values, culture and history

Impact on other interventions & initiatives

Alignment with organizational structure

NEED

Target population identified

Disaggregated data indicating population needs

Parent & community perceptions of need

Addresses service or system gaps

PROGRAM INDICATORS

EVIDENCE

Strength of evidence—for whom in what conditions:

- Number of studies
- Population similarities
- Diverse cultural groups
- Efficacy or Effectiveness

Outcomes – Is it worth it?

Fidelity data

Cost – effectiveness data

USABILITY

Well-defined program

Mature sites to observe

Several replications

Adaptations for context

SUPPORTS

Expert Assistance

Staffing

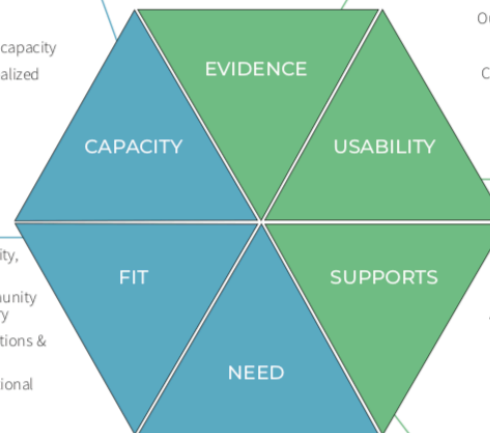
Training

Coaching & Supervision

Racial equity impact assessment

Data Systems Technology Supports (IT)

Administration & System





Process Models Guide the Steps

Example 2: Quality Implementation Framework (QIF; Myers, Durlak & Wandersman, 2012) - 4 stages + 14 steps

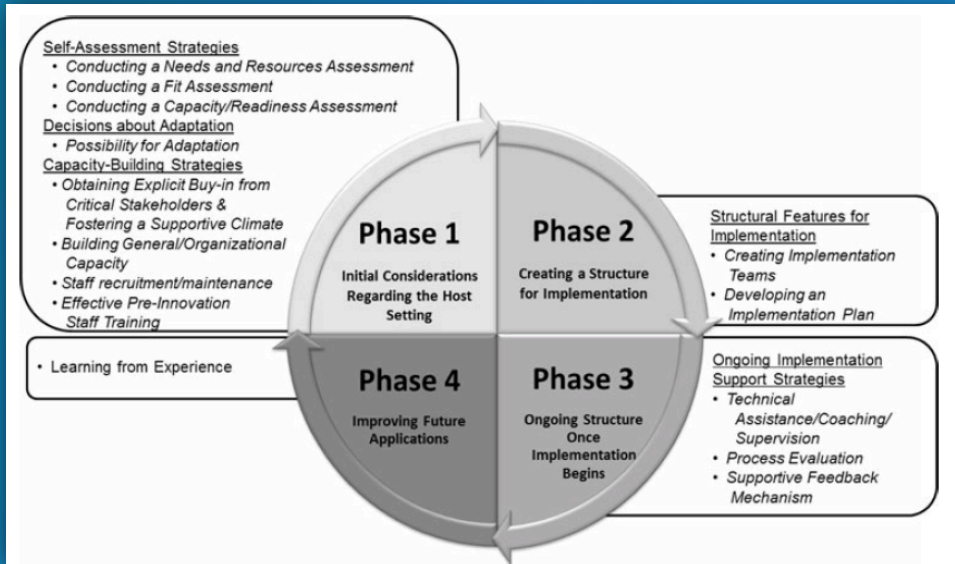


Table 2 Summary of the four implementation phases and 14 critical steps in the Quality Implementation Framework that are associated with quality implementation

Phase One: Initial considerations regarding the host setting

Assessment strategies

1. Conducting a needs and resources assessment
2. Conducting a fit assessment
3. Conducting a capacity/readiness assessment

Decisions about adaptation

4. Possibility for adaptation

Capacity-building strategies

5. Obtaining explicit buy-in from critical stakeholders and fostering a supportive community/organizational climate
6. Building general/organizational capacity
7. Staff recruitment/maintenance
8. Effective pre-innovation staff training

Phase Two: Creating a structure for implementation

Structural features for implementation

9. Creating implementation teams
10. Developing an implementation plan

Phase Three: Ongoing structure once implementation begins

Ongoing implementation support strategies

11. Technical assistance/coaching/supervision
12. Process evaluation
13. Supportive feedback mechanism

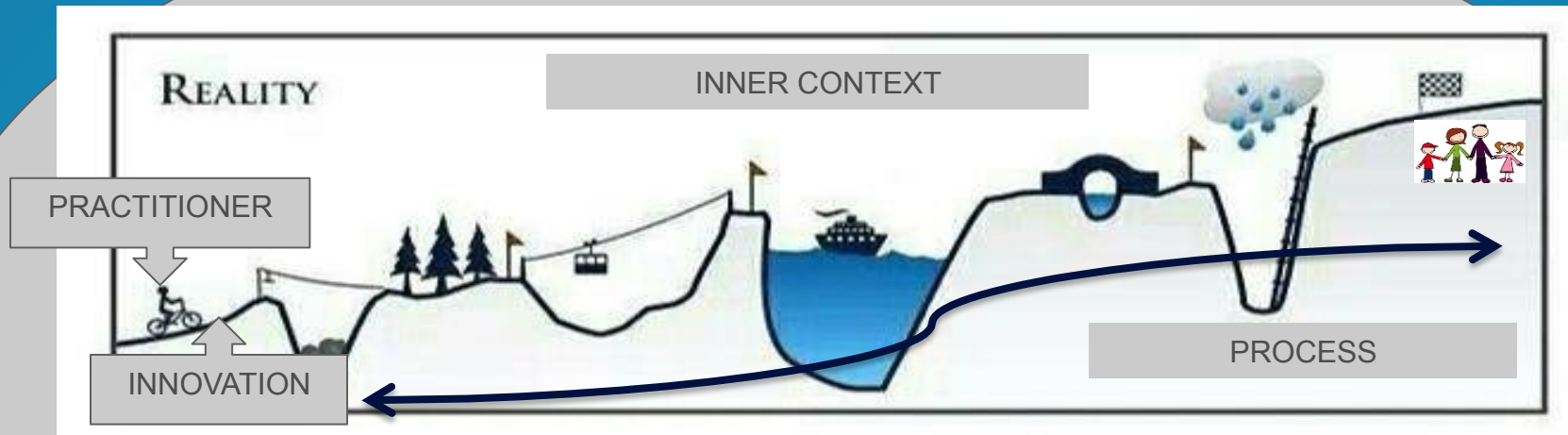
Phase Four: Improving future applications

14. Learning from experience



Factors Influence Implementation

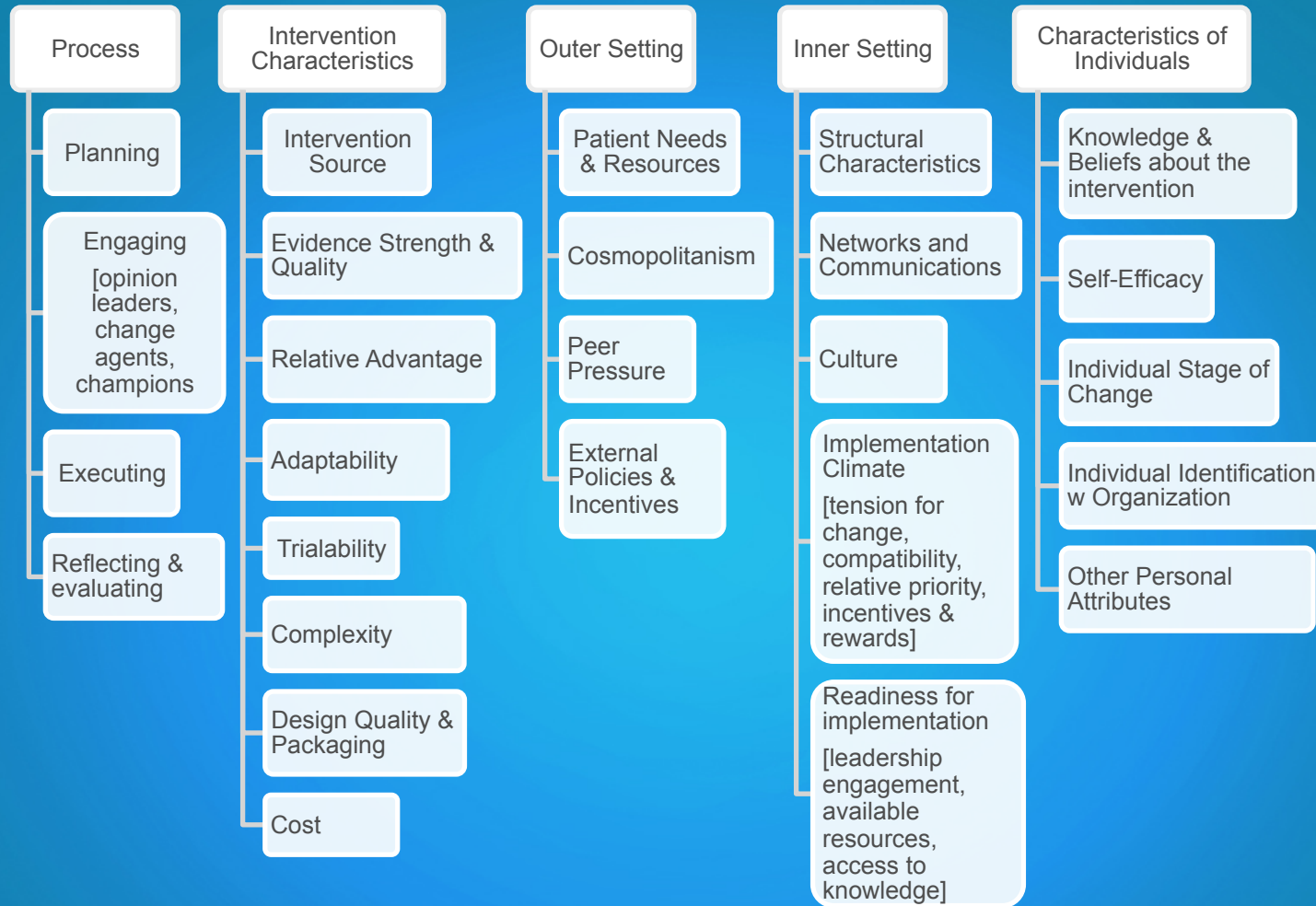
OUTER CONTEXT



Consolidated Framework for Implementation Research



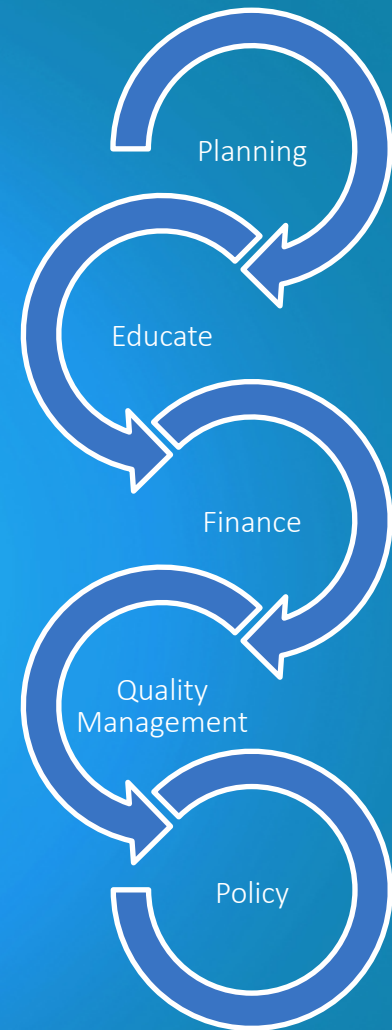
Key Factors for Implementation – CFIR





Strategies Support the Process

73 discrete implementation strategies can serve as building blocks for constructing multifaceted, multilevel implementation strategies for implementation efforts.



Powell BJ, Waltz TJ, Chinman MJ, Damschroder LJ, Smith JL, Matthieu MM, Proctor EK & Kirchner JE. (2015). A refined compilation of implementation strategies: results from the Expert Recommendations for Implementing Change (ERIC) project. *Implementation Science* 10:21.

Powell BJ, McMillen C, Proctor EK, Carpenter CR, Griffey RT, Bunger AC, Glass JE, & York JL. (2012). A compilation of strategies for implementing clinical innovations in health and mental health. *Medical Care Research and Review*, 69(2) 123–157.



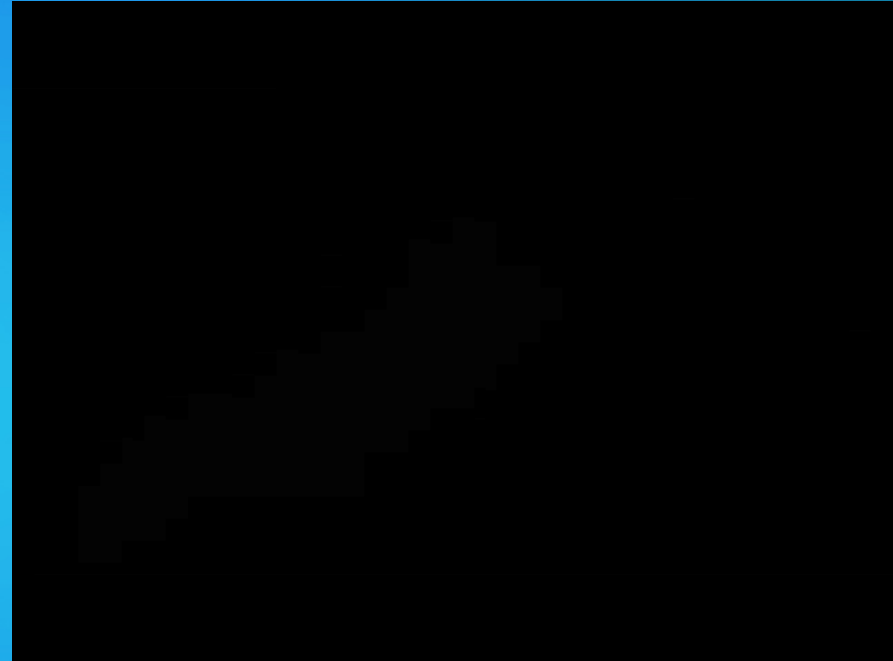
Implementation Outcomes

Implementation outcomes are the effects of deliberate and purposive actions to implement new innovations.

Distinguishing implementation effectiveness from treatment effectiveness is important because if the effort fails, we need to know if the failure occurred because the intervention was ineffective in the new setting (intervention failure), or if a good intervention was deployed incorrectly (implementation failure).

Implementation outcomes are distinct from service system or clinical outcomes, and you may wish to measure these as well.

Because an intervention or treatment will not be effective if it is not implemented well, implementation outcomes serve as necessary preconditions for attaining subsequent desired changes in clinical or service outcomes.





Acceptability

The perception among implementation stakeholders that a given treatment, service, practice, or innovation is agreeable, palatable, or satisfactory. Lack of acceptability has long been noted as a challenge in implementation



Adoption

The intention, initial decision, or action to try or employ an innovation or evidence-based practice. Adoption also may be referred to as “uptake.”



Appropriateness

Perceived fit, relevance, or compatibility of the innovation or evidence based practice for a given practice setting, provider, or consumer; and/or perceived fit of the innovation to address a particular issue or problem. “Appropriateness” is conceptually similar to “acceptability,” but note that a given innovation may be perceived as appropriate but not acceptable, and vice versa.



Feasibility

The extent to which a new treatment, or an innovation, can be successfully used or carried out within a given agency or setting



Source: Proctor et al., 2011

Resources: Seattle Implementation Research Collaborative Instrument Review Project here

<https://societyforimplementationresearchcollaboration.org/sirc-instrument-project/>



Costs

The cost impact of an implementation effort varies according to three components: (1) the costs of delivering them; (2) the complexity of the particular implementation strategy used; and (3) the overall costs of delivery will vary by the setting.



Fidelity

The degree to which an innovation was implemented as it was prescribed in the original protocol or as it was intended



Penetration

The integration of a practice within a setting. Can be represented by the number of eligible persons who use a service, divided by the total number of persons eligible for the service; or by the number of providers who deliver a given service or treatment, divided by the total number of providers trained in or expected to deliver the service.



Sustainability

The extent to which a newly implemented innovation is maintained or institutionalized within a service setting's ongoing, stable operations





3. Overview of The Implementation Game

Implementation Made Simple



TIG HAS TWO DIFFERENT PURPOSES:

- 1 To help you become familiar with important concepts and
- 2 to be able for developing an understanding of

Implementation is a complex process with many moving parts.

The Implementation Game© (IG) simplifies the process into 5 main components to provide an implementation planning experience for an identified scenario or implementation endeavour.

The Implementation Game is relevant to any discipline because the concepts are high level.


There is no winner, the goal is either to learn, or to plan, or both.

Playing IG will help you grab that tiger by the tail and win at implementation.

[illegible]

Phase 1

Optional ~ Selecting an Evidence-based Intervention



The illustration shows a group of five stylized figures (two adults and three children) gathered around a white oval table. In the background, a large screen or whiteboard is labeled 'INTERVENTION' at the top. On the screen, there are three boxes, each containing a question mark. One figure is pointing at the screen, while the others look on. The scene is set against a brick wall background.





The diagram illustrates the engineering design process as a cycle of five interconnected stages surrounding a central hub. The central hub is a red circle labeled "PROCESS". Five arrows radiate from this hub to five grey oval boxes, each representing a stage of the process. Each stage is accompanied by a small icon: "Engaging" with two hands, "Planning" with a notepad and pencil, "Collecting & Evaluating" with a magnifying glass, "Executing" with a red arrow, and "Reflecting" with a lightbulb.


INTERVENTION CHARACTERISTICS


- INTERVENTION SOURCE
- EVIDENCE STRENGTH & QUALITY
- COST
- RELATIVE ADVANTAGES
- ADAPTABILITY
- TRIALABILITY
- DESIGN QUALITY & PACKAGING

Outer Setting

- 

PATIENT NEEDS & RESOURCES
- 

PEER PRESSURE
- 

COSMOPOLITAN
- 

EXTERNAL POLICIES & INCENTIVES

Inner Setting

A Venn diagram with three overlapping circles. The top circle is red and labeled 'STRUCTURAL CHARACTERISTICS'. The bottom-left circle is orange and labeled 'NETWORKS & COMMUNICATION'. The bottom-right circle is grey and labeled 'CULTURE'. The circles overlap in various combinations, and there is a central area where all three overlap. Small human figures are placed around the circles: one on the left, one on the top right, and one on the bottom right.

Characteristics of Individuals

Plan

The diagram illustrates the 'Plan' phase of a project. A central female figure in a blue jacket holds a clipboard. Above her is a thought bubble containing icons for a laptop, a group of people, and various documents. Surrounding the figure are five blue cloud-like shapes, each containing a task: 'GATHER INFORMATION', 'INITIATE ACTIVE LEADERSHIP', 'DEVELOP RELATIONSHIPS', 'BUILD BUY IN', and 'ORGANIZE'.

The infographic is a circular diagram with four quadrants, each representing a step in the business plan process. The quadrants are labeled: 'DEVELOP MATERIALS' (top-left), 'EDUCATE' (top-right), 'EDUCATE THROUGH FAIRS' (bottom-left), and 'INFORM AND EDUCATE STAKEHOLDERS' (bottom-right). Each quadrant contains icons representing its theme: documents and charts for 'DEVELOP MATERIALS'; a pie chart and line graph for 'EDUCATE'; a calendar and bar chart for 'EDUCATE THROUGH FAIRS'; and a group of people for 'INFORM AND EDUCATE STAKEHOLDERS'.

Finance

A central laptop with a dollar sign icon on its screen is surrounded by six text boxes connected by arrows. The boxes are arranged in a circle around the laptop. The top box is 'USE OTHER PAYMENT SCHEMES' with an arrow pointing up to 'Alternative Structures'. The top-right box is 'REDUCE OR INCREASE PATIENT/CONSUMER FEES'. The right box is 'PENALIZE'. The bottom box is 'USE CAPITAL PAYMENTS' with an arrow pointing down to 'Paying Incentives'. The bottom-left box is 'ALTER INCENTIVE OR ALLOWANCE STRUCTURES' with an arrow pointing down to 'Establish Financial Support'. The top-left box is 'USE OTHER PAYMENT SCHEMES' with an arrow pointing up to 'Alternative Structures'.

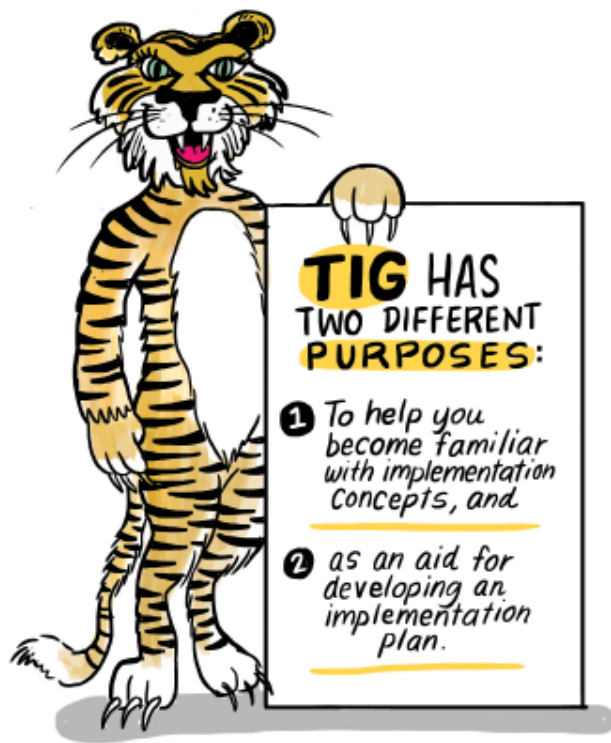
- Alternative Structures
- USE OTHER PAYMENT SCHEMES
- REDUCE OR INCREASE PATIENT/CONSUMER FEES
- PENALIZE
- USE CAPITAL PAYMENTS
- Paying Incentives
- ALTER INCENTIVE OR ALLOWANCE STRUCTURES
- Establish Financial Support

Quality

Outcomes

A cartoon illustration of a target with three arrows hitting the bullseye, symbolizing success or achievement. The target is on a green patch of grass, and the background is a light blue sky with a few clouds. The arrows are green with black fletching and are shown in motion, hitting the target.

Purpose



Implementation is a complex process with many moving parts.

The Implementation Game© (TIG) simplifies the process into 5 main components to provide an implementation planning experience for an identified scenario or implementation endeavour.

The Implementation Game is relevant to any discipline because the concepts are high level.

There is no winner; the goal is either to learn, or to plan, or both.

Playing TIG will help you grab that tiger by the tail and win at implementation.

NOTE: not all
TIG cards are
depicted in this
slide or those
that follow



Instructions

To prepare for playing The Implementation Game, follow these steps:

- ➊ Assemble your project team and allow for at least 90 minutes for this exercise.
- ➋ Clear off a table space (roughly 6'x6') and lay out the game board.
- ➌ Open up the card deck and lay out the cards on the TIG game board in their matching spots. If this is your first time playing TIG, read through each card aloud as you place them down on the board.
- ➍ Select a scenario card and place it on the game board. Note that scenarios relate to different contexts. Alternatively, you can work through a scenario from your own project. We recommend using a TIG scenario if your aim is to learn about implementation; use your own scenario if using TIG to develop your own plan.
- ➎ You can choose to capture your plan as you play using the TIG WORKSHEET; downloadable here:
<http://www.melaniebarwick.com/implementation.php>
- ➏ Work through the main components of implementation planning using the card deck:
 - Identify members of your IMPLEMENTATION TEAM and discuss their purpose and role.
 - Discuss implementation process by working through the PROCESS cards, starting with the PHASE 1 card and working through to PHASE 4. If you have yet to identify an intervention, start with the PHASE 1 OPTIONAL card, otherwise, start with PHASE 1 PREPARING FOR READINESS card.
 - Next, discuss the FACTORS associated with implementation and consider in which phase they might be relevant for your context. Read through the FACTOR cards and place them on PHASE cards as you go. Note that some FACTOR cards will be applicable to more than one phase; you can place these at the top of the board above the PROCESS Card column.
 - Read through the STRATEGY cards and choose those you will want to use. Line them up with the PROCESS cards.
 - Discuss evaluation and the implementation OUTCOMES you will measure at each step in the PROCESS; group these cards onto PROCESS cards.

Tip: if you want to keep your TIG board game once you've finished the exercise, either for reference or to use it as a logic model for your implementation endeavor, use little Velcro strips to attach the cards to the game board, and then affix to a wall for easy reference.



Scenario

Health

Behavioural Health

Public Health

Global Health

Agriculture/Environment

Community

Scenario

Scenario

Scenario

Scenario

Scenario

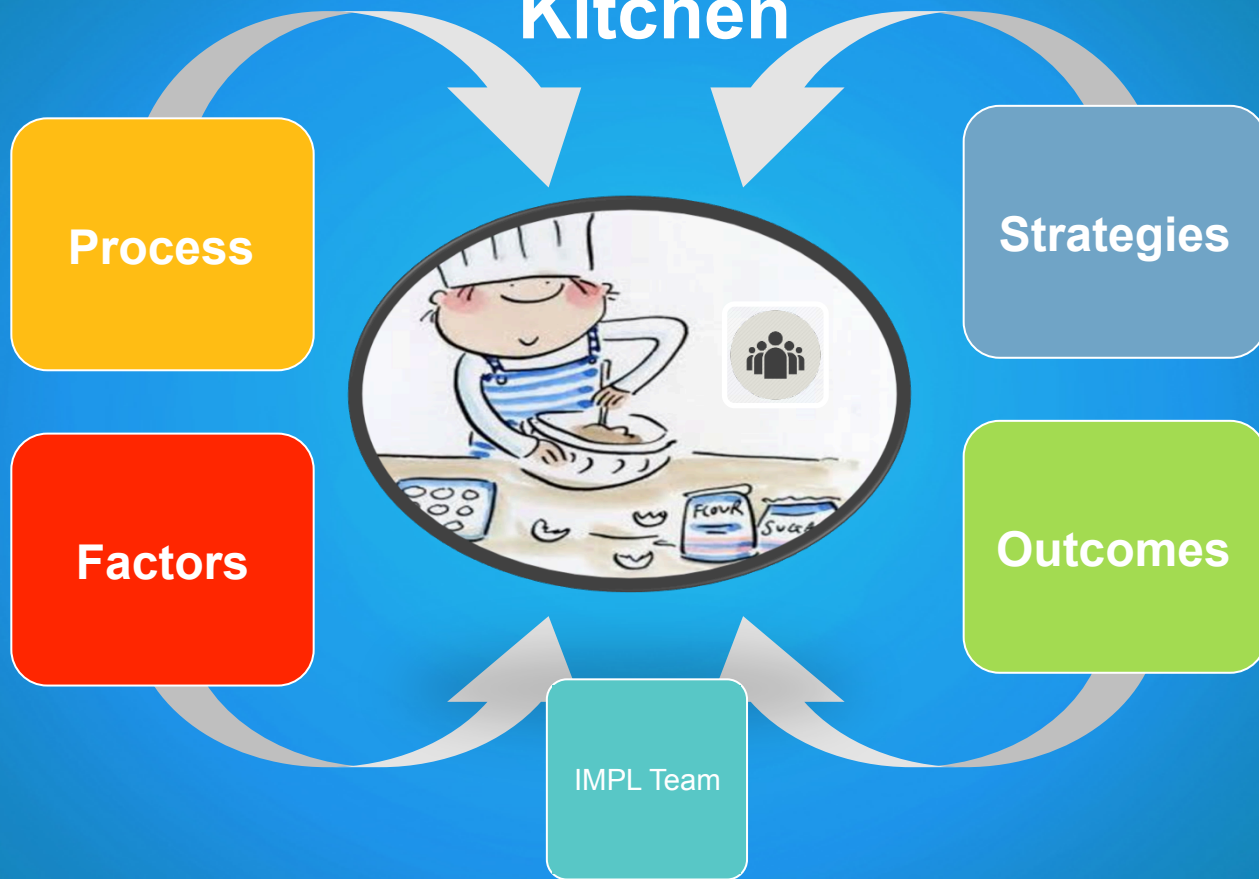


The community would like to expand its offering of early childhood programmes demonstrated as effective.

The community also wants to take a coordinated approach to implementing a cohesive and coordinated menu of programmes. Currently, there is a fragmented and uncoordinated approach with a number of programmes being delivered that are not supported by any level of evidence of the effectiveness.

What is your **implementation plan**?

The Implementation Kitchen





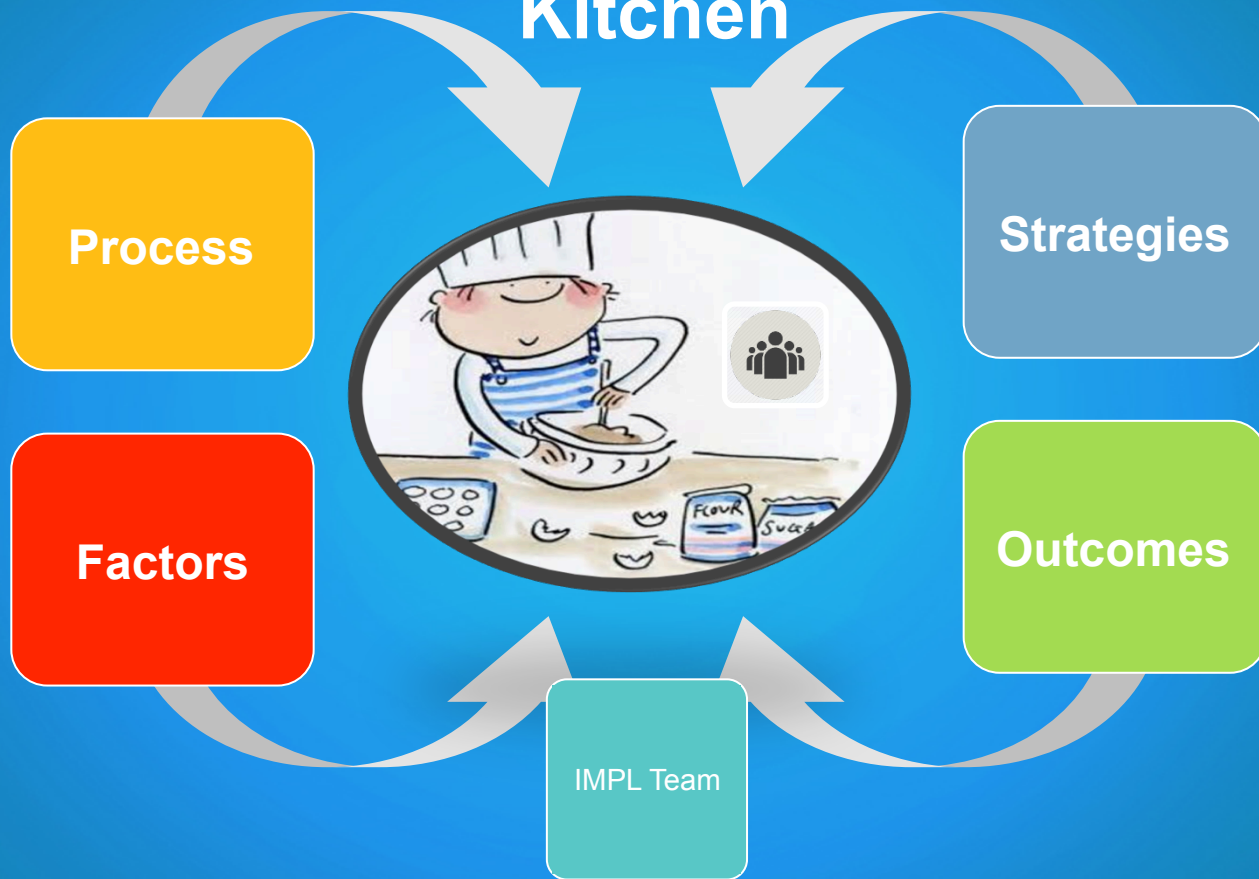
Implementation Team

Implementation Teams have special expertise regarding the program being implemented, implementation science and practice, improvement cycles, and organization and system change methods. They are accountable for guiding the implementation. Decide who will be on your team (3-5 people) and consider the following:

- Can you repurpose an existing team or do you need to develop a new one?
- What core competencies are needed?
 - Consider members within your organization as well as strategic partners from outside.
 - Include members who (i) are flexible and adaptive to challenges; (ii) know the new intervention; (iii) know implementation science; (iv) work at multiple system levels (see big picture); (v) practice Plan, Do, Study, Act cycles, usability testing, and effective communication practices.

Source: <http://implementation.fpg.unc.edu/module-3/topic-4>

The Implementation Kitchen



Process

Phase 1

Optional ~ Selecting an Evidence-based Intervention

If you don't know what evidence-based intervention is best for your context, discuss the following:

1. Identify the problem
2. Establish the context
3. Identify the audience
4. Assess the resources
5. Choose the intervention

Phase 1

Preparing for Practice Change

Discuss the following:

1. Readiness
2. How to
3. How to
4. How to
5. Staff
6. How to

Process

Phase 2

Implementation Structure and Organization

Discuss the following:

1. What
2. What
3. What
4. How
5. How
6. How
7. What

Process

Phase 3

Ongoing Implementation Support

The structures and processes set up by the team in phase 2 related to skills, organizational capacity, Plan Do, and to refine

1. Start
 2. Test
 3. What
 4. How
- Sources:
(2) <http://nirn.fpg.unc.edu/learn-implementation/implementation-stages>

Process

Phase 4

Maintaining Fidelity and Sustaining in the Long-term



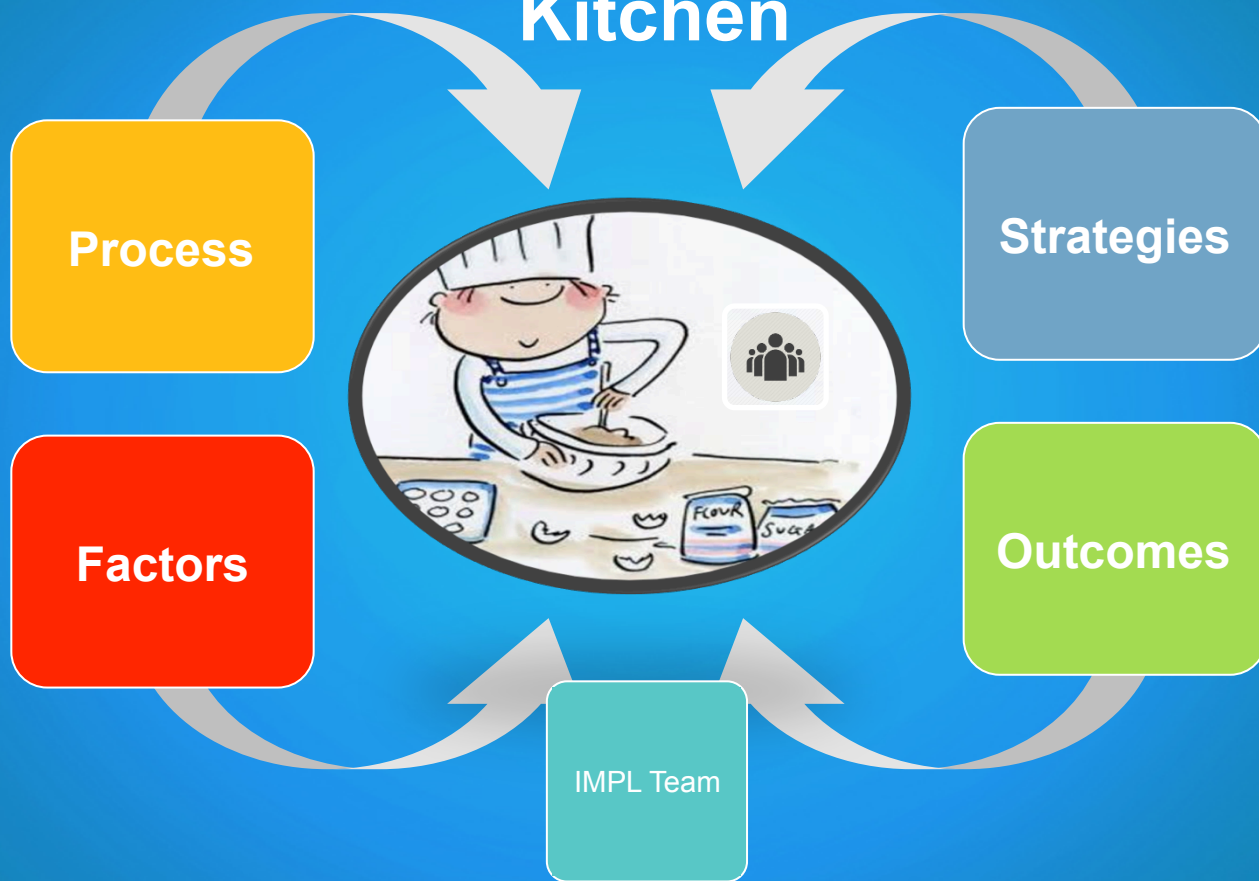
When you arrive at a point when the new innovation is considered standard practice, your implementation is nearing completion.

At this point, implementation teams work to ensure that the gains in the use of effective practices are maintained and improved over time, as the organization changes. The work may morph into quality assurance.

Discuss how you will maintain fidelity and quality over time. Who will be involved in reviewing performance and quality data, and when will it be reviewed and discussed?

Sources: (1) Myers, Durlak & Wandersman 2012 (*Quality Implementation Framework*); (2) <http://nirn.fpg.unc.edu/learn-implementation/implementation-stages>

The Implementation Kitchen





Implementation Factors

Process * Intervention Characteristics * Inner Setting
* Outer Setting * Provider Characteristics

Process

Intervention Characteristics

Outer Setting

Inner Setting

Inner Setting

Inner Setting

Characteristics of Individuals

Knowledge & Beliefs about the Intervention

Attitudes toward and value placed on the intervention, and familiarity with facts, truths, and principles related to the intervention.

Self-efficacy

Individual belief in their own capabilities to execute courses of action to achieve implementation goals.

Individual Stage of Change

Characterization of the phase an individual is in, as he or she progresses toward skilled, enthusiastic, and sustained use of the intervention.

Individual Identification with Organization

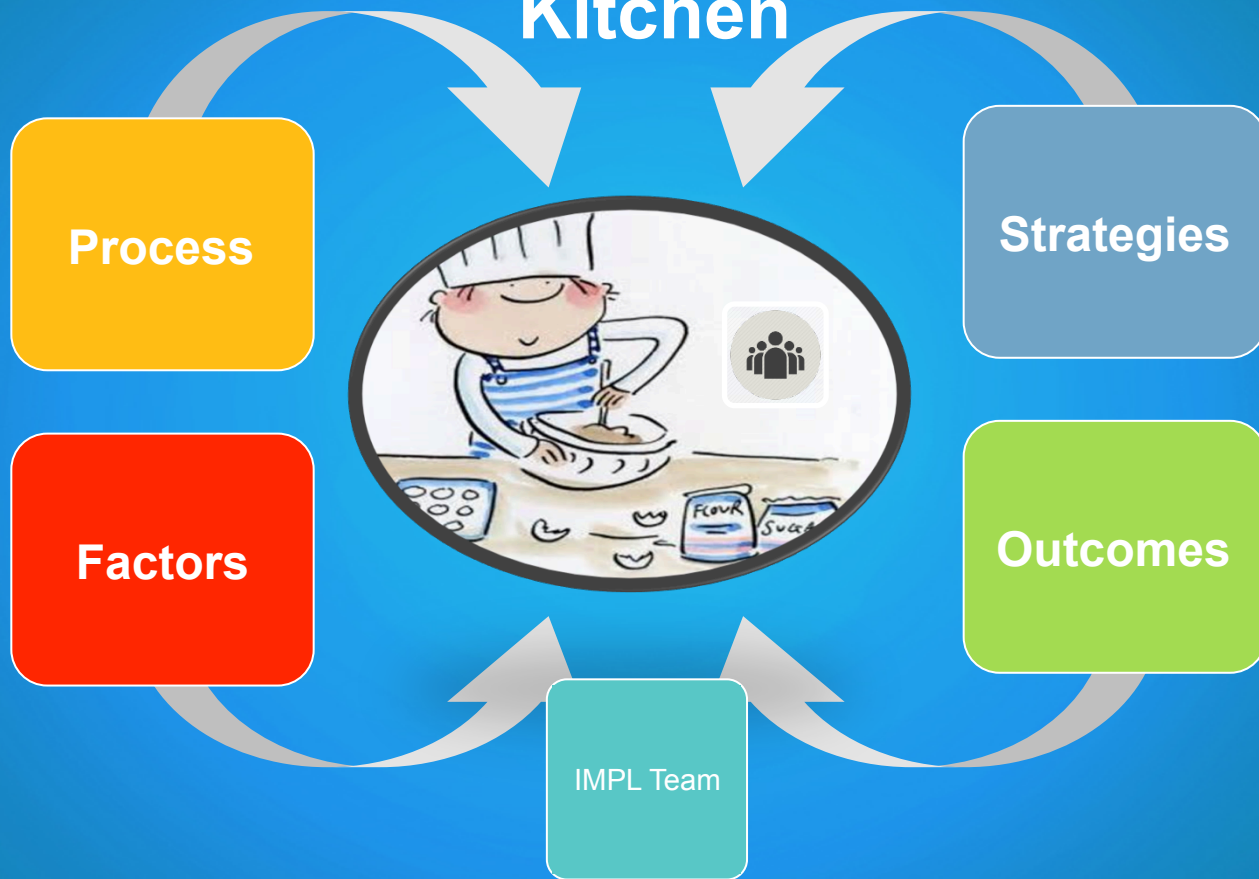
How individuals perceive the organization and their relationship and degree of commitment with that organization, this may affect staff willingness to fully engage in implementation efforts or use the intervention.

Other Personal Attributes

Other personal traits, such as tolerance of ambiguity, intellectual ability, motivation, values, competence, capacity, and learning style

Resources: <http://cfrguide.org/>

The Implementation Kitchen





Planning Strategies

Gather Information

Organize Strategies

Build Buy In

Initiate and Active Leadership

Modify Incentives

Facilitate Financial Support

Strategies 1

Quality Management



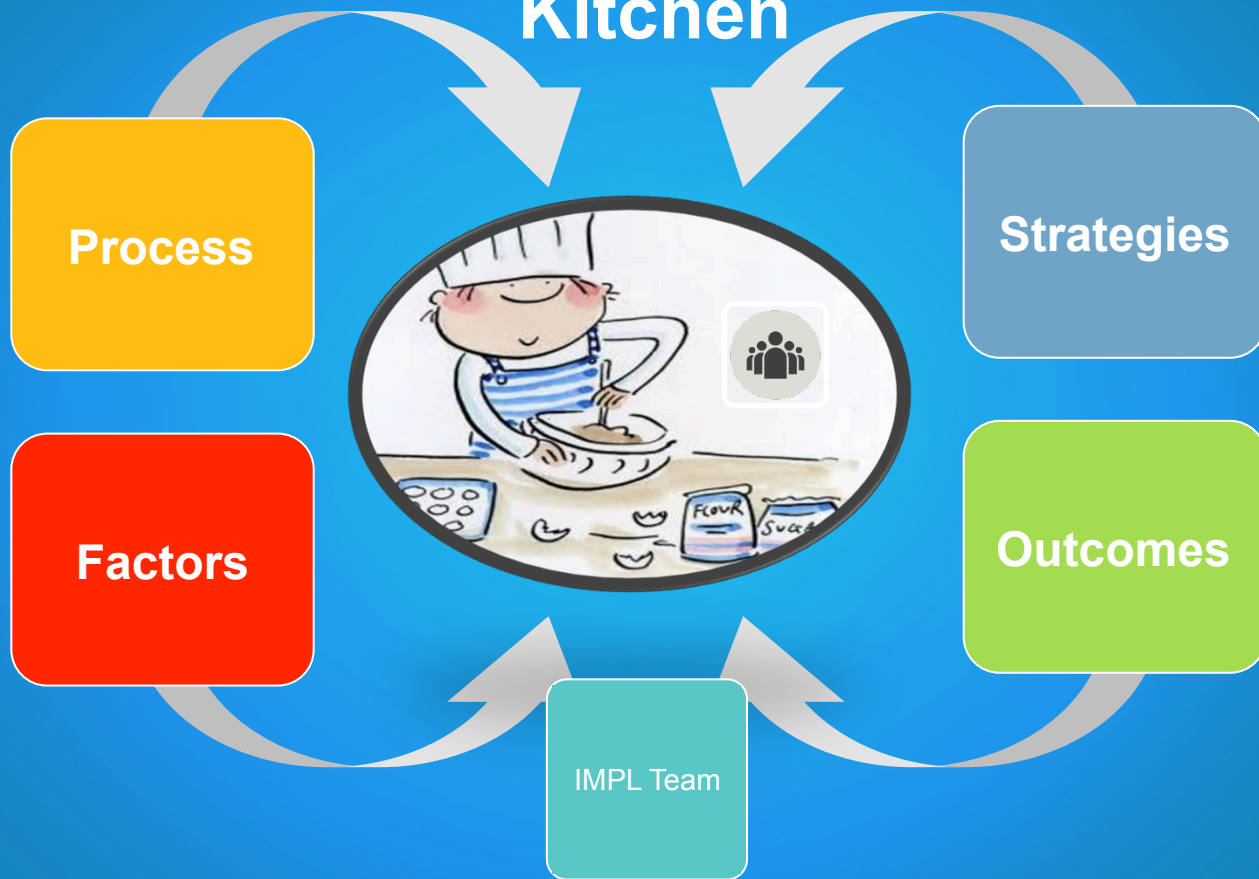
Develop quality monitoring tools with the appropriate language, protocols, algorithms, standards, and measures (of processes, recipient outcomes, and implementation outcomes) that are specific to the innovation being implemented.

Use advisory boards and work groups that involve multiple kinds of stakeholders/knowledge users to oversee implementation efforts and make recommendations.

Audit and provide feedback of performance data over a specified time period and give it to innovation providers and administrators to support behaviour change; may include recommendations and stem from a variety of sources, including medical records, computerized databases, observation, or feedback from patients. A performance evaluation could also be considered as audit and feedback if it included specific information on clinical performance.

Sources: Byron J Powell et al., 2015; Powell et al., 2012

The Implementation Kitchen





Acceptability

Adoption



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The intention, initial decision, or action to try or employ an innovation or evidence-based practice. Adoption also may be referred to as “uptake.”

Source: Proctor et al., 2011. Resources: Seattle Implementation Research Collaborative Instrument Review Project here <https://societyforimplementationresearchcollaboration.org/sirc-instrument-project/>

...and so on...



The Implementation Game© Worksheet



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INTRODUCTION

This worksheet is designed to capture an implementation plan as it is developed using The Implementation Game ©, an educational and planning resource that simplifies implementation planning into five main components. The worksheet is retrievable from www.melaniebarwick.com/implementation.php, and the TIG order form is here <http://www.cvent.com/d/dgq6zc/1Q>

The TIG Worksheet is informed by several empirical resources. It is laid out according to the 14 steps of the Quality Implementation Framework (Myers DC, Durlak JA, and Wandersman A, 2012). The worksheet also uses elements of the Quality Implementation Frameworks developed by the National Implementation Research Network; retrievable here <http://nirn.fpg.unc.edu/learn-implementation/implementation-stages>, implementation strategy work by Bryon Powell and colleagues, the Implementation Outcome Taxonomy by Enola Proctor and colleagues, the Consolidated Framework for Implementation Research (Laura Damschroder and colleagues), and the RE-AIM framework (Russell Glasgow and colleagues).

As you work through The Implementation Game with your team, you can capture the key elements of your tailored implementation plan on this worksheet in the right-hand column. The final document will be your implementation roadmap and can be tracked and updated as you work through your implementation endeavor.

Feedback about this worksheet is very welcome and can be provided directly to Dr. Melanie Barwick, melanie.barwick@sickkids.ca



INTELLECTUAL PROPERTY DISCLOSURE

Modifications or adaptations to the TIG Worksheet are NOT permitted. Any innovation based on or informed by this work must include a citation to the original work:

Barwick M. (2018). *The Implementation Game Worksheet*. Toronto, ON The Hospital for Sick Children.

SOURCES

Barwick M. (2008, 2013, 2018). The KT Game ©. Toronto, Ontario: The Hospital for Sick Children.

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Myers DC, Durlak JA & Wandersman A. (2012). The Quality Implementation Framework: A synthesis of critical steps in the implementation process. *American Journal of Community Psychology*, 50(3-4):462-80.

Powell BJ, Waltz TJ, Chinman MJ, Damschroder LJ, Smith JL, Matthieu MM, Proctor EK & Kirchner JE. (2015). A refined compilation of implementation strategies: results from the Expert Recommendations for Implementing Change (ERIC) project. *Implementation Science* 10:21.

Powell BJ, McMillen C, Proctor EK, Carpenter CR, Griffey RT, Bunger AC, Glass JE, & York JL. (2012). A compilation of strategies for implementing clinical innovations in health and mental health. *Medical Care Research and Review*, 69(2) 123–157.

Proctor E, Silmere H, Raghavan R, Hovmand P, Aarons G, Bunger A, Griffey R, & Hensley M. (2011) Outcomes for implementation research: conceptual distinctions, measurement challenges, and research agenda. *Administration and Policy in Mental Health*, 38(2), pp. 65-76. doi: 10.1007/s10488-010-0319-7.



Describe your Implementation Scenario:

TITLE OF IMPLEMENTATION ENDEAVOR

DESCRIPTION

TIMELINE FOR IMPLEMENTATION

FUNDING & INITIATING CIRCUMSTANCE

How is the implementation funded and what funds will support ongoing activities to sustain this change?

The "initiating circumstance for the implementation endeavor" refers to the entity initiating and driving the implementation endeavor, the source and type of implementation support, the timeline, approach, pacing, and endorsement of implementation outcomes. Four types of common initiating circumstances have been proposed: i) researcher initiated; ii) government initiated, typically with some provision of technical assistance; iii) organizationally initiated; and, iv) EBT developer, intermediary, or purveyor initiated [e.g. MST, Triple P] (Barwick et al., 2018).

IMPLEMENTATION TEAM

Identify members of your implementation team. Can you repurpose an existing team or do you need to develop a new one? What core competencies are needed? Consider members within your organization as well as strategic partners from outside. Include members who (i) are flexible and adaptive to challenges; (ii) know the new innovation; (iii) are familiar with implementation science methods; (iv) work at multiple system levels (see big picture); (v) practice Plan, Do, Study, Act cycles, usability testing, and effective communication practices.



IMPLEMENTATION STEPS

PREPARING FOR PRACTICE CHANGE

OPTIONAL PRE-PHASE 1

CHOOSING AN INNOVATION

If you don't know what evidence-based innovation is best for your context, discuss the following:

- 1) **Identify needs:** The underlying needs should be identified and articulated as the basis for exploration of appropriate practices.
- 2) **Establish desired outcomes:** A clear statement of what is to be achieved by introducing a new innovation.

CAPTURE YOUR PLAN

- 1) What are your needs?
- 2) What are the desired outcomes; consider all partners perspectives?



IMPLEMENTATION STEPS

CAPTURE YOUR PLAN

PHASE 1: PREPARING FOR PRACTICE CHANGE

Readiness

- 1) Describe how well the target innovation aligns with identified needs.

- 2) Describe how well the target innovation fits with current services, priorities, structures, supports, community or organizational values.

- 3) Describe whether adaptation is required and what that would entail (will you be evaluating to ensure good outcomes?)

Your plan:

a) Needs:

b) Fit:

c) Adaptation:



IMPLEMENTATION STEPS

PHASE 1: PREPARING FOR PRACTICE CHANGE

7) How will you obtain and maintain buy-in across all levels?

- Individual
- Organization
- System

8) How will you foster a supportive change climate?

9) How and when will you communicate the goal and the pathway?

CAPTURE YOUR PLAN

Strategies for:

7) Creating and maintaining buy in:

- Individual level
- Organizational level
- System level

8) Fostering a supportive change climate:

9) Communicating the change:

IMPLEMENTATION FACTORS

Circle the factors that will likely be relevant for your implementation endeavor, and discuss why and when (phase).

Factor	Short Description	Phases of relevance (1 – 4)
INTERVENTION CHARACTERISTICS		
Intervention Source	Perception of key stakeholders about whether the intervention is externally or internally developed.	
Evidence Strength and Quality	Stakeholders' perceptions of the quality and validity of evidence supporting the belief that the intervention will have desired outcomes.	
Relative Advantage	Stakeholders' perception of the advantage of implementing the intervention versus an alternative solution.	
Adaptability	The degree to which an intervention can be adapted, tailored, refined, or reinvented to meet local needs.	
Trialability	The ability to test the intervention on a small scale in the organization, and to be able to reverse course (undo implementation) if warranted.	
Complexity	Perceived difficulty of the intervention, reflected by duration, scope, radicalness, disruptiveness, centrality, and intricacy and number of steps required to implement.	
Design Quality and Packaging	Perceived excellence in how the intervention is bundled, presented, and assembled.	



IMPLEMENTATION STRATEGIES

Identify the strategies that will likely be relevant for your implementation endeavor, and discuss why and when (phase)

PLANNING STRATEGIES		USEFUL	PHASES
Gather Information	Conduct local needs assessment		
	Assess readiness and identify barriers		
	Visit other sites		
Organize Strategies	Develop a formal implementation blueprint		
	Tailor implementation		
	Stage implementation scale up		
Build Buy In	Model and simulate the change		
	Conduct local consensus discussions		
	Identify and prepare champions		
Initiate Active Leadership	Involve executive boards and governing structures		
	Involves patients (consumers)		
	Recruit, designate and train leaders		
Develop Relationships	Mandate change		
	Build a coalition		
	Develop resource sharing agreements		
EDUCATE STRATEGIES	Obtain formal commitments		
	Develop academic partnerships		
Develop Materials	Develop materials		
	Develop a glossary of implementation terms		



IMPLEMENTATION OUTCOMES

Identify which implementation outcomes you will measure and when. You can also use this sheet to identify other types of outcomes (clinical, system).

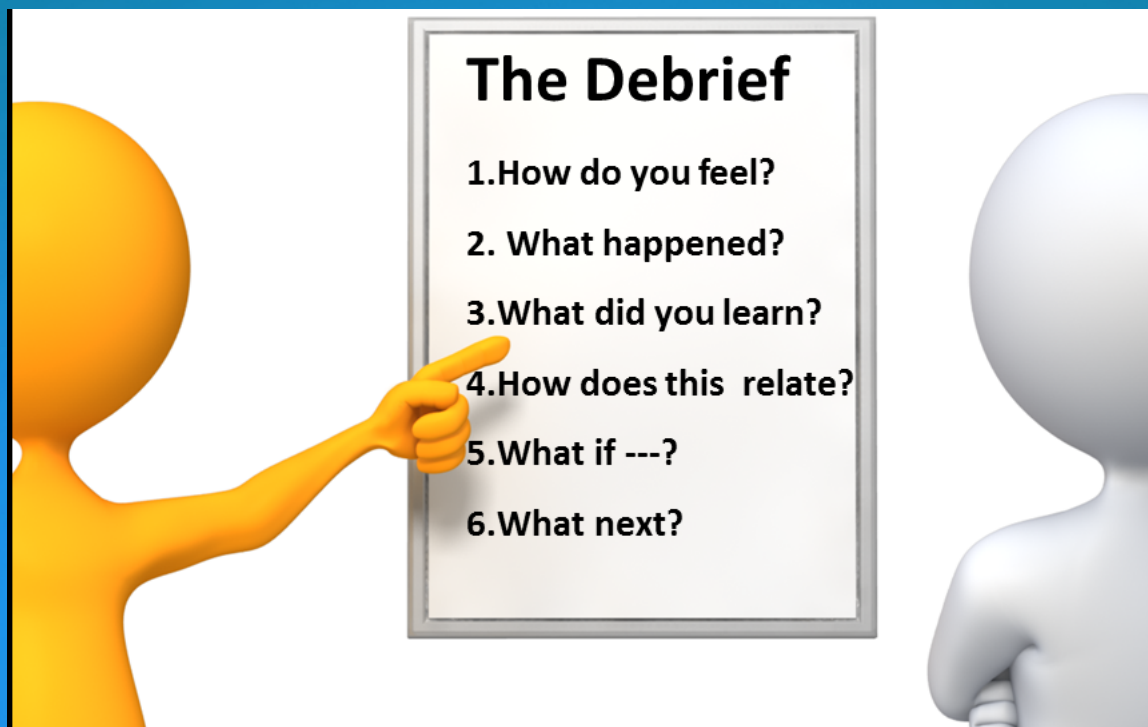
To find measures, search here: <https://societyforimplementationresearchcollaboration.org/sirc-instrument-project/>

OUTCOME	DESCRIPTION	MEASURE	WHEN
Acceptability	The perception among implementation stakeholders that a given treatment, service, practice, or innovation is agreeable, palatable, or satisfactory. Lack of acceptability has long been noted as a challenge in implementation.		
Adoption	The intention, initial decision, or action to try an innovation or evidence-based practice. Adoption is also referred to as 'uptake'.		
Appropriateness	<p>The perceived fit, relevance, or compatibility of the innovation or evidence-based practice for a given setting, provider or consumer; and/or the perceived fit of the innovation.</p> <p>Appropriateness is conceptually similar to acceptability, but note that a given treatment/innovation may be perceived as appropriate but not acceptable, and vice versa.</p>		



4. Playing to Learn

Learning the Language and the Steps

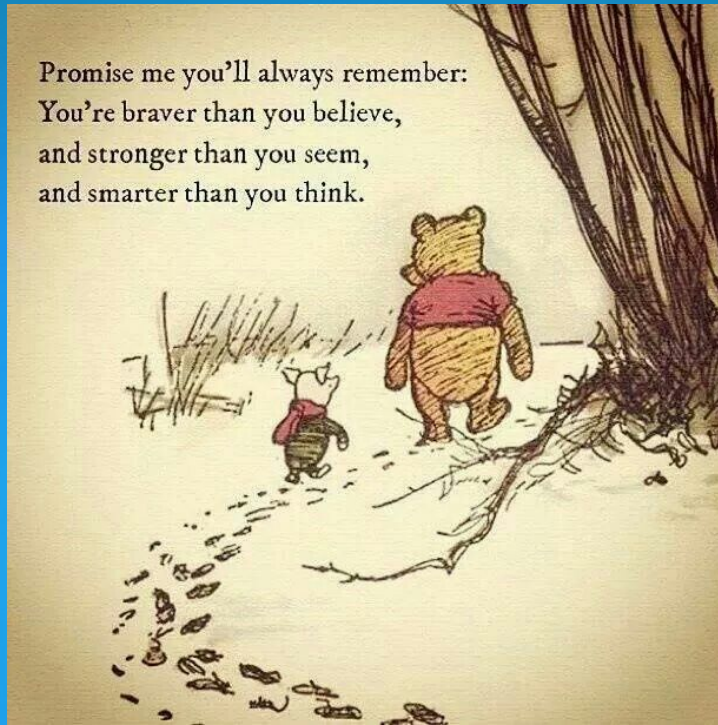


5. Debrief

Reflections and Questions



Promise me you'll always remember:
You're braver than you believe,
and stronger than you seem,
and smarter than you think.



Evaluation & Intentions

What will you do now?



Intentions

Three things you will do moving forward to improve your implementation practice:





Evaluation

Please complete our evaluations

1) about the workshop generally

2) about the Implementation Game

<https://www.surveymonkey.com/r/P5YP9P2>





How to reach us



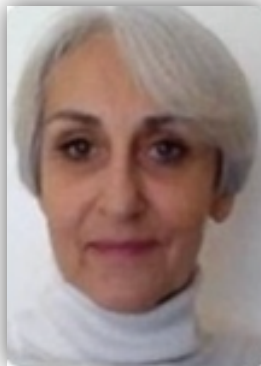
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