

# Implementing evidence-based practices: Are we falling down on the job?



Falls Prevention  
Conference 2010

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**UNC**

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# O Canada

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 **A society for all ages**

 **Values**

 **Dignity**

 **Independence**

 **Participation**

 **Fairness**

 **Security**

# Challenges: Canada

- **Growing population of older adults**
  - 13% in 2005; 25% in 2035; 2.2 to 5 million
- **Urban = 78%; rural = 20%**
- **Diverse cultures and languages**
- **Needs increase with age (65-74; 74-85; 85+)**
- **Falls are the leading cause of injury**
- **Lack of mobility highly related to dissatisfaction with life**

Turcotte & Schellenberg, Statistics Canada (2007)

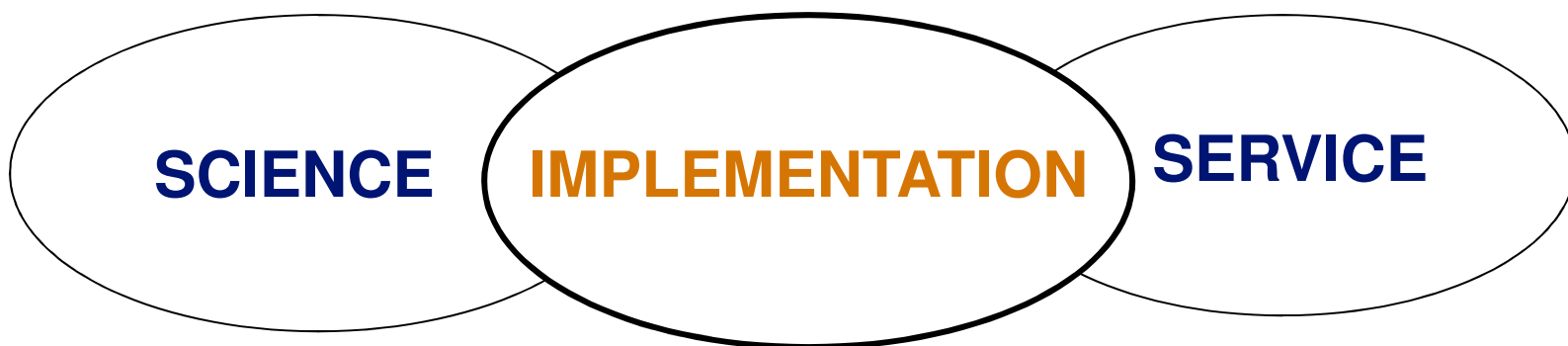
# Effective Services

- 👉 Exercises to increase strength and balance
- 👉 Improved vision – glasses, lighting
- 👉 Medication management
- 👉 Reduce hazards in living environment
- 👉 Stephen Lord: A rapidly growing data base, approaching 1,000 new research articles each year
- 👉 Evidence-based Falls Prevention approaches

Centers for Disease Control and Prevention; Gillespie (BMJ; 2004)

# Science “to” Service

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# The Challenge

➤ **Even when we adopt good science to help others**

## ➤ **Implementation Gap**

➤ **What is adopted is not used with fidelity and good outcomes**

➤ **What is used with fidelity is not sustained for a useful period of time**

➤ **What is used with fidelity is not used on a scale sufficient to impact social problems**

# Improving Outcomes

- **Four important things for you to know (and do) to improve falls prevention outcomes**
- **Use implementation science**
- **Support implementation practices**
- **Change organizations/ systems**
- **Be adaptive**

# #1: Implementation Science

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 **Use implementation science**

 **Implementation science is universal (like physics, chemistry)**



# Implementation

## Implementation Research: A Synthesis of the Literature



Fixsen, D. L., Naoom, S. F., Blase, K. A., Friedman, R. M. & Wallace, F. (2005). *Implementation Research: A Synthesis of the Literature*. Tampa, FL: University of South Florida, Louis de la Parte Florida Mental Health Institute, The National Implementation Research Network (FMHI Publication #231).

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# Implementation Science

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**3 year review and synthesis  
of the implementation  
evaluation literature**






 **Multi-disciplinary**

 **Multi-sector**

 **Multi-national**

# Implementation Science

**Best Data Show These Methods, When Used Alone, Do Not Result In Uses of Innovations As Intended:**

-  **Diffusion/ Dissemination of information**
-  **Training**
-  **Passing laws/ mandates/ regulations**
-  **Providing funding/ incentives**
-  **Organization change/ reorganization**

# Implementation Science

## Data Show These Methods, When Used Alone, Do Not Result In Uses of Innovations As Intended

- ✋ We know a lot about ineffective methods because they are the ones we use!
- ✋ Implementation science will improve when implementation practices improve (create a better “laboratory”)

# What Works

## Implementation Drivers

-  Common features of successful supports to help make full and effective uses of a wide variety of innovations

**Reliable Benefits**  
**Consistent uses of**  
**Innovations**



Performance Assessment  
(Fidelity)

**Implementation Drivers**

Coaching

Systems Intervention

**Staff Competence**

Training

**Organization Supports**

Facilitative Administration

**Integrated & Compensatory**

Selection

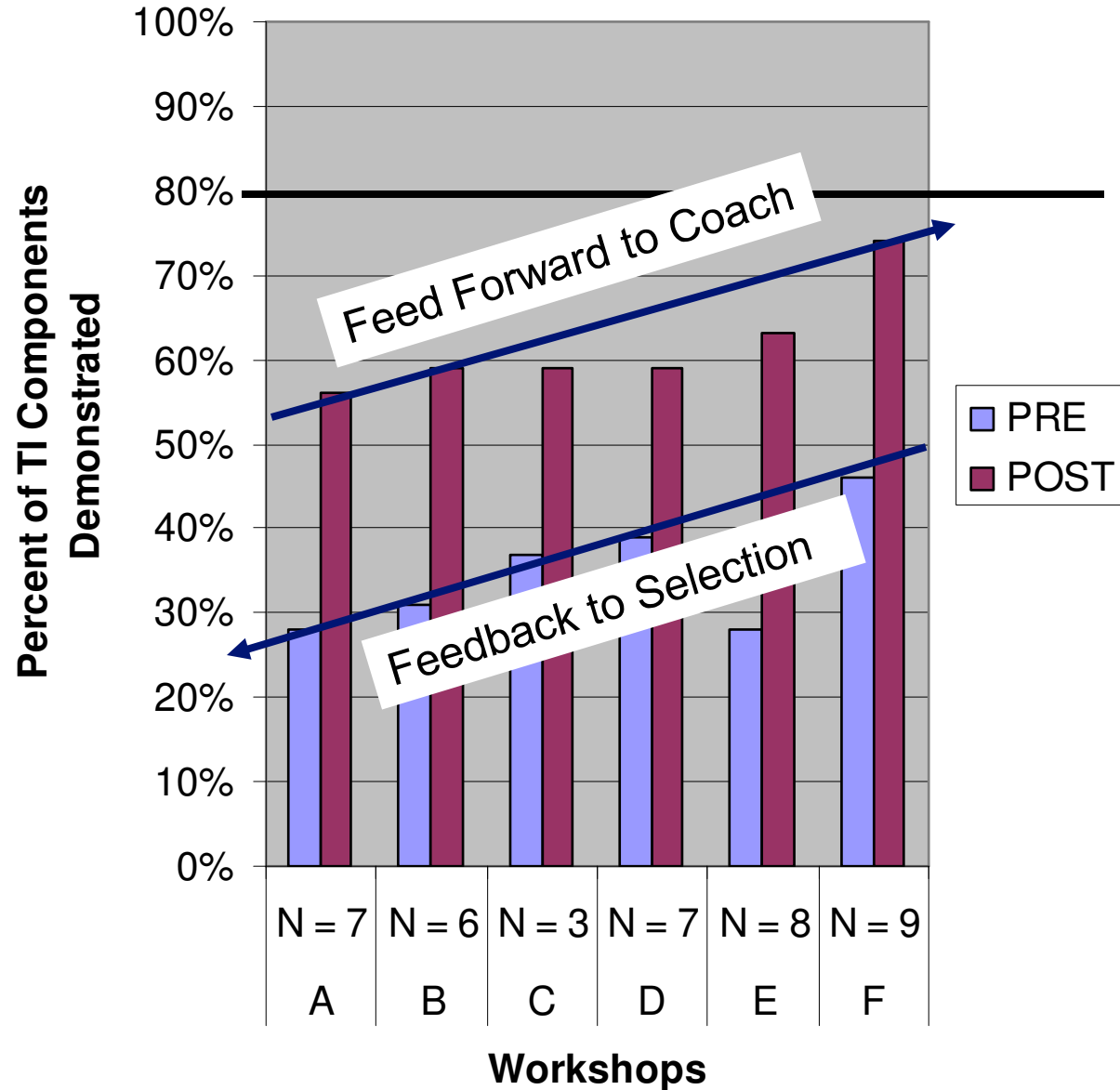
Decision Support Data System

Technical

**Leadership**

Adaptive

# Staff Training



Collins, S. R.,  
Brooks, L.E.,  
Daly, D.L.,  
Fixsen, D.L.,  
Maloney, D.M., &  
Blase, K. A.  
(1976)

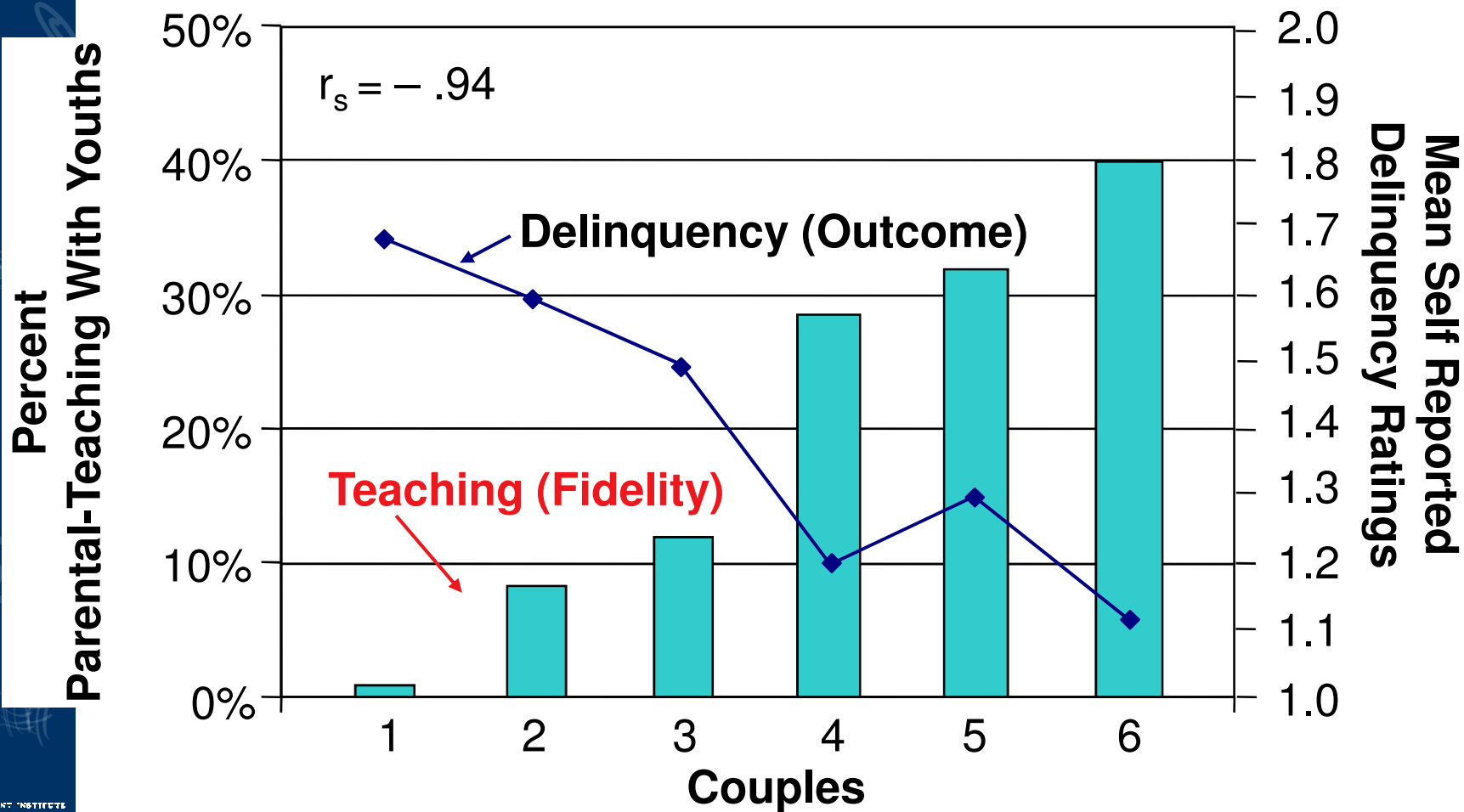
# Staff Coaching

	<b>OUTCOMES</b> (% of Participants who Demonstrate Knowledge, Demonstrate new Skills in a Training Setting, and Use new Skills in the Classroom)		
<b>TRAINING COMPONENTS</b>	<b>Knowledge</b>	<b>Skill Demonstration</b>	<b>Use in the Classroom</b>
<b>Theory and Discussion</b>	<b>10%</b>	<b>5%</b>	<b>0%</b>
<b>..+Demonstration in Training</b>	<b>30%</b>	<b>20%</b>	<b>0%</b>
<b>...+ Practice &amp; Feedback in Training</b>	<b>60%</b>	<b>60%</b>	<b>5%</b>
<b>...+ Coaching in Classroom</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>



# Staff Performance Assessment

Bedlington, et al. (1988)



# Implementation Takes Time

## Stages of Implementation

- Exploration (Sustainability)
- Installation (Sustainability)
- Initial Implementation
- Full Implementation (Sustainability/ Effectiveness)



## #2: Support Implementation

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 **People cannot benefit from interventions they do not experience**

# What Works

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Effective intervention practices

+

Effective implementation practices

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=

Good outcomes/ public health

# Implementation Science

		IMPLEMENTATION	
		Effective	NOT Effective
INTERVENTION	Effective	<b>Actual Benefits</b>	Inconsistent; Not Sustainable; Poor outcomes
	NOT Effective	Poor outcomes	Poor outcomes; Sometimes harmful

(Institute of Medicine, 2000; 2001; 2009; New Freedom Commission on Mental Health, 2003; National Commission on Excellence in Education, 1983; Department of Health and Human Services, 1999)

# Implementation Science

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➤ An intervention is one thing

➤ Implementation is something else altogether

# Implementation Science

 Letting it happen

 Recipients are accountable

 Helping it happen

 Recipients are accountable

 **Making it happen**

 **Implementation Teams are accountable: THEY DO THE WORK**

Jacqueline Tetroe

# Implementation Team

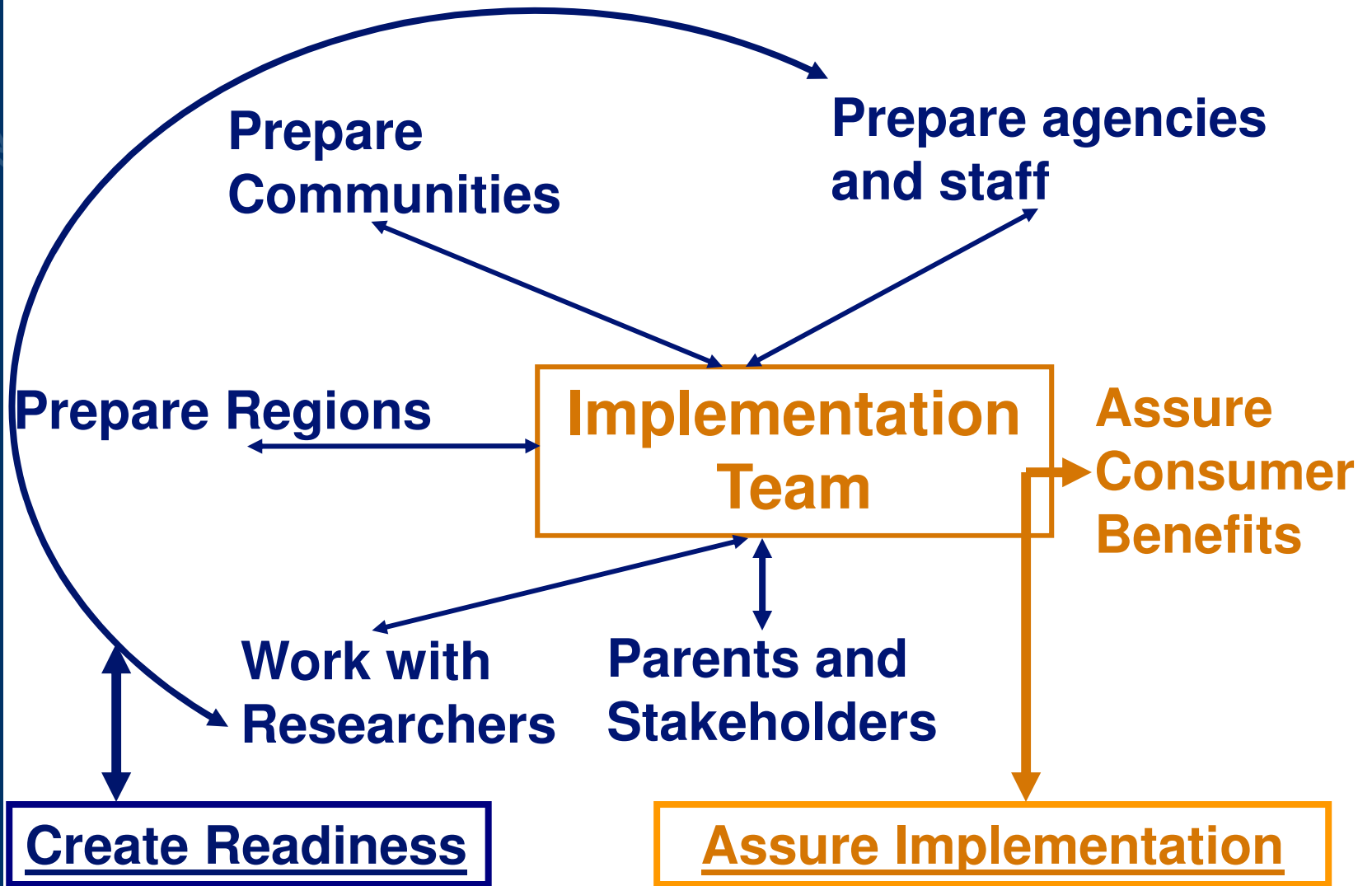
## Simultaneous, Multi-Level Interventions

**Implementation Team**

- ↔ **Practitioner Competence**
- ↔ **Provider Agency Supports**
- ↔ **Management (leadership, policy)**
- ↔ **Administration (HR, structure)**
- ↔ **Supervision (nature, content)**
- ↔ **Regional Authority Supports**
- ↔ **Provincial and Community Supports**



# Implementation Team



# Implementation Science

		IMPLEMENTATION	
		Impl. Team	NO Impl. Team
INTERVENTION	Effective	<b>80%, 3 Yrs</b>	<b>14%, 17 Yrs</b>
		Effective use of Implementation Science & Practice	Letting it Happen Helping it Happen
		Fixsen, Blase, Timbers, & Wolf, 2001	Balas & Boren, 2000

# Building Capacity

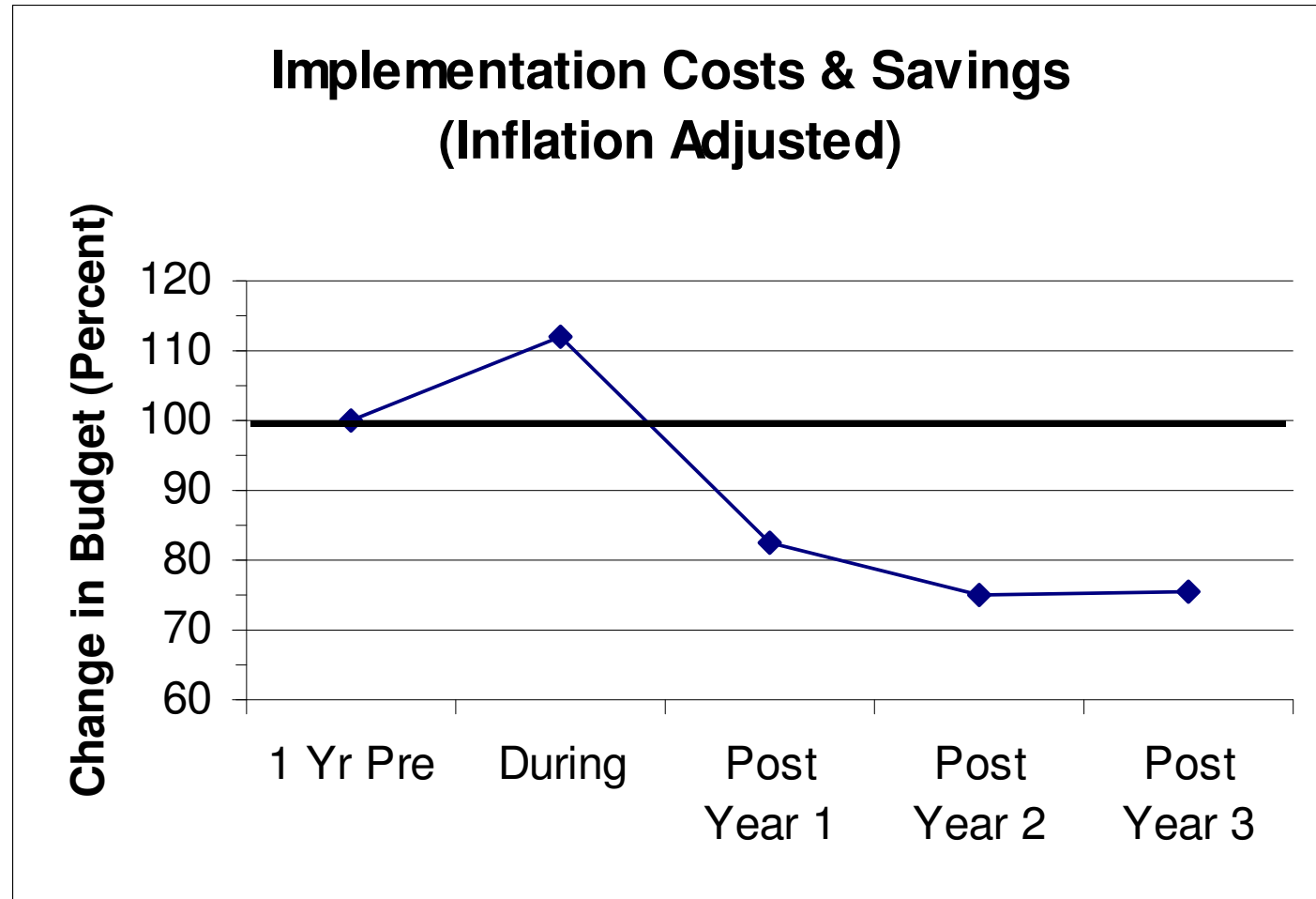
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 **Invest in competent  
Implementation Teams**

 **This year's success pays for  
next years increase in  
capacity**

Barber & Fullan (2005)

# Costs and Savings



# #3: Change Systems





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**We need to:**

 **Turn policy into effective practice**

 **Turn effective practice into policy**

# System Change

-  **Innovative practices do not fare well in existing organizational structures and systems**
-  **Organizational and system changes are essential to successful use of innovations**
  -  **Expect it**
  -  **Plan for it**

# System Change

**EXISTING SYSTEM**

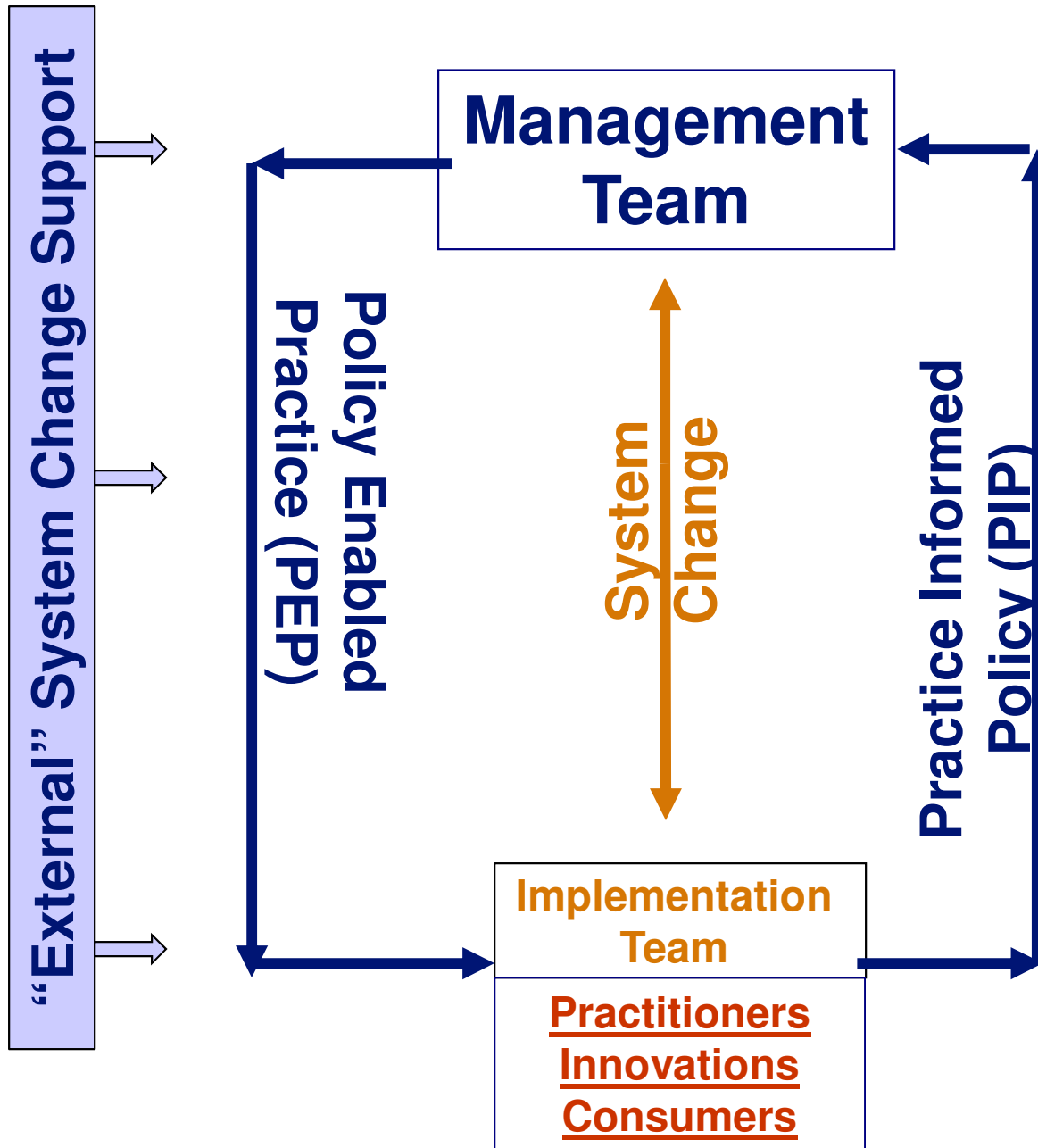


**EFFECTIVE INNOVATIONS  
ARE CHANGED TO  
FIT THE SYSTEM**

**EXISTING SYSTEM IS  
CHANGED TO SUPPORT  
THE EFFECTIVENESS OF  
THE INNOVATION**



**EFFECTIVE INNOVATION**

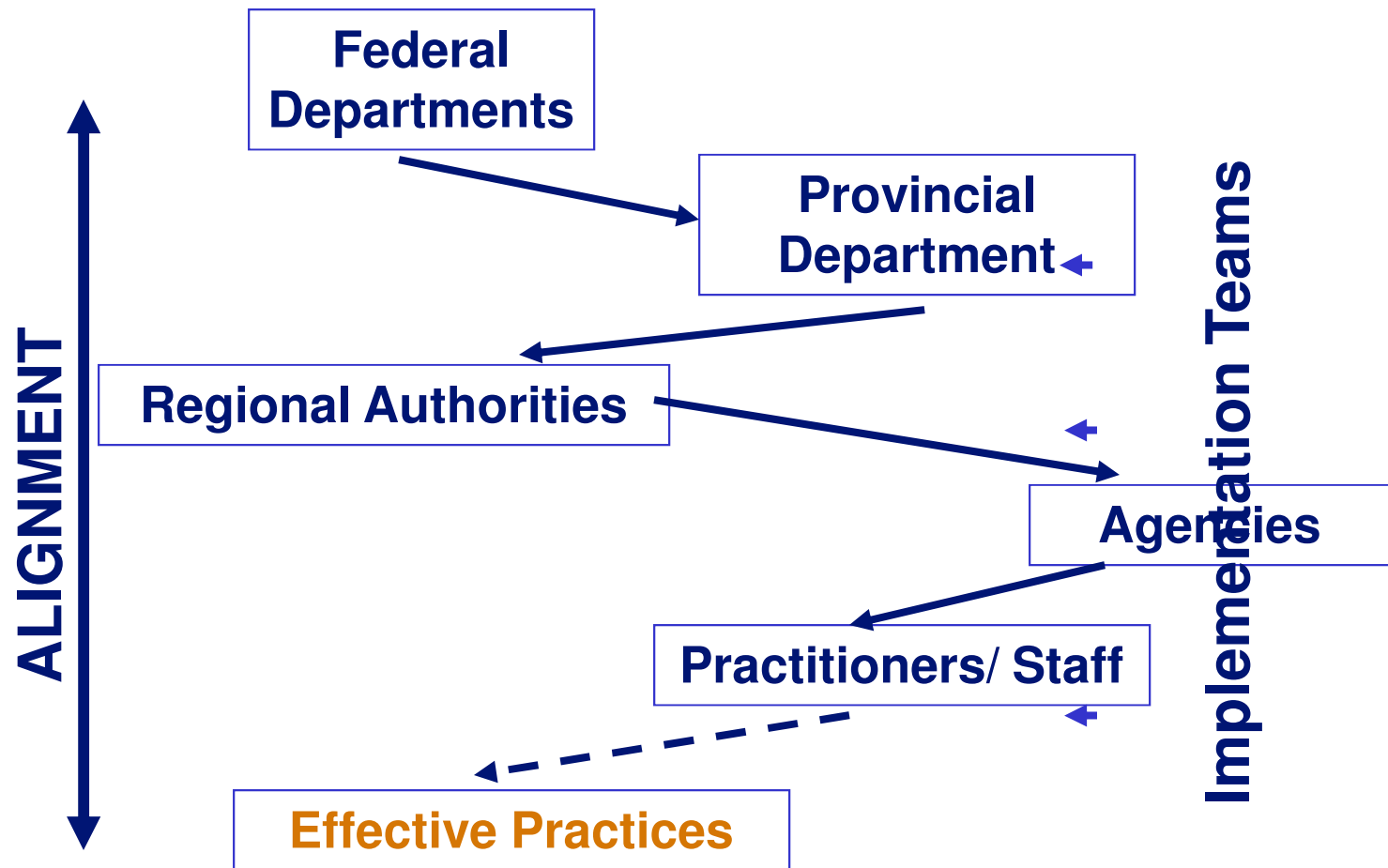


### Adaptive Challenges

- RFP methods
- IHE curricula
- Salaries
- Funding
- Credentialing
- Licensing
- Time/ scheduling
- Union contracts
- Duplication
- Fragmentation
- Hiring criteria
- Federal/ State laws



# SYSTEM ALIGNMENT



**FORM SUPPORTS FUNCTION**

# #4: Be Adaptive

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 **Real life interferes with good intentions**

# Kinds of problems

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## Tame Problems

 Often complicated (e.g. safety of nuclear generators, air traffic control)

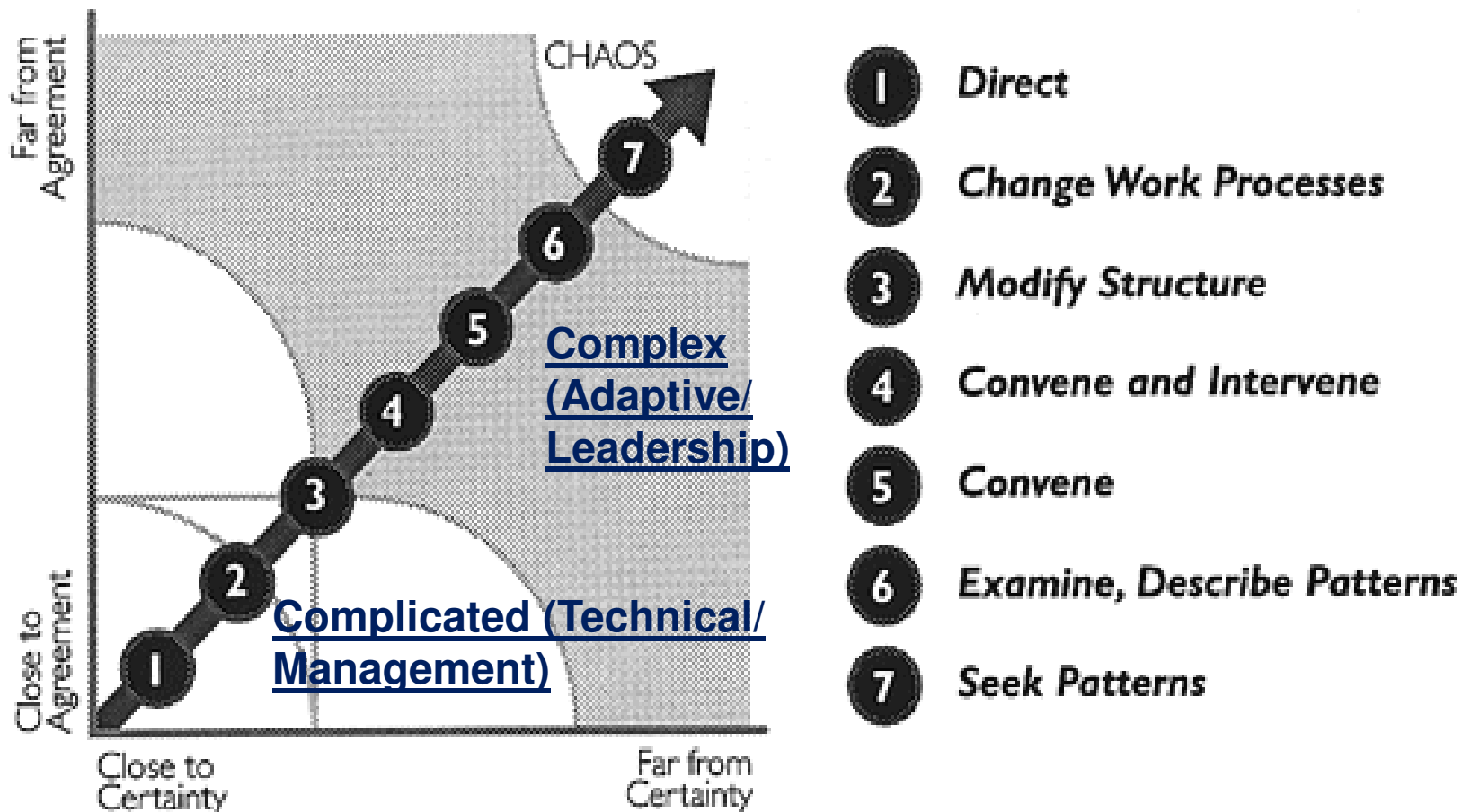
## Wicked Problems

 They are messy, devious, and fight back when you try to “solve” them

Rittel & Webber, 1973

# Tame and Wicked

Stacey (1996); Heifetz & Laurie (1997)



# Evidence-based Practices

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- Increase certainty (the data show that ...)
- Increase agreement (this program/ innovation could help us fulfill our need to ...)
- Help move from the zone of complexity to more manageable solutions

# The End in Mind

- Using implementation science, we can:
  - Make province-wide use of evidence-based falls prevention programs and other innovations...
  - To produce increasingly effective outcomes...
  - For the next 50 years.

# Implementation Science

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 **Global Implementation Conference 2011**

 [www.implementationconference.org](http://www.implementationconference.org)

 **Integrate the science, practice, policy of implementation, organization change, and system transformation**

# Call for Applications



## 2010 Science and Service Award Program

- ✦ Do you know of an organization/coalition currently implementing an evidence based practice in their local community?
- ✦ Is the implementation of this program/innovation producing beneficial outcomes to the community?
- ✦ Are they a role model for moving the evidence-based practice from science to service?



If you answered “YES” to all of the above, check out:  
<http://www.samhsa.gov/scienceandservice>

***Nominate your own organization or someone you know!!***





# For More Information

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**Frank Porter Graham Child Development Institute  
University of North Carolina  
Chapel Hill, NC**

**<http://nirn.fpg.unc.edu/>**





# For More Information

**State Implementation and Scaling up of Evidence-based Practices (SISEP)**

**Dean Fixsen, Karen Blase, Rob Horner, George Sugai**

**[www.scalingup.org](http://www.scalingup.org)**

## **“Resources” Tab**

-  **Concept paper**
-  **Annotated bibliography**
-  **Data on scaling up**
-  **Scaling up *Briefs***

# Evidence-based

## Implementation Research: A Synthesis of the Literature



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# Thank You for your Support

-  **Annie E. Casey Foundation**  
(EBPs and cultural competence)
-  **William T. Grant Foundation**  
(implementation literature review)
-  **Substance Abuse and Mental Health Services Administration**  
(implementation strategies grants; national implementation awards)
-  **Centers for Disease Control & Prevention**  
(implementation research)
-  **National Institute of Mental Health** (research and training grants)
-  **Juvenile Justice and Delinquency Prevention** (program development and evaluation grants)
-  **Office of Special Education Programs (Scaling up Capacity Development Center)**
-  **Administration for Children and Families (Child Welfare Leadership Development)**
-  **Duke Endowment (Child Welfare Reform)**