



Implementation

Implementation Evaluations

Tatiana E. Bustos, Ph.D

Children, Youth, & Families At-Risk
(CYFAR) Workshop

Penn State University

Nov 5, 2021

Disclaimer

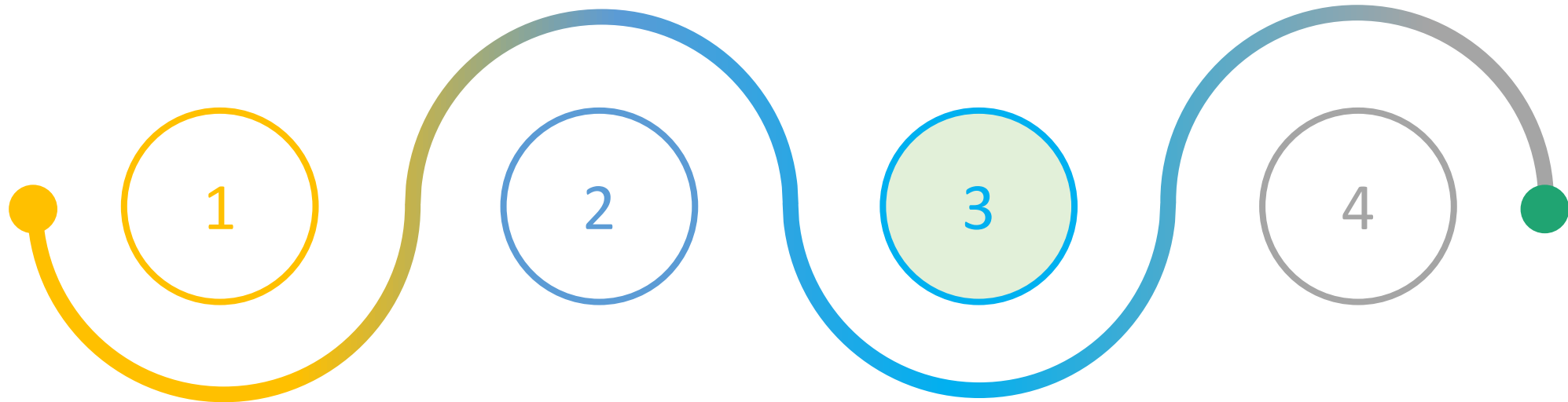
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Learning Objectives

1. Outline the **need** for implementation evaluations
2. Identify **core components** of implementation evaluation
3. Explore appropriate **questions and designs** to carry out implementation evaluations with case examples
4. Provide overview on implementation **frameworks and indicators** to shape evaluation plans

Where we're going...



**Setting the
Stage**

**Implementation
Quality**

**Theories,
models,
frameworks,
and approaches**

Questions

Poll

What is your level of familiarity with program implementation evaluation?

- A great deal
- A moderate amount
- A little bit
- Not at all

Setting the stage

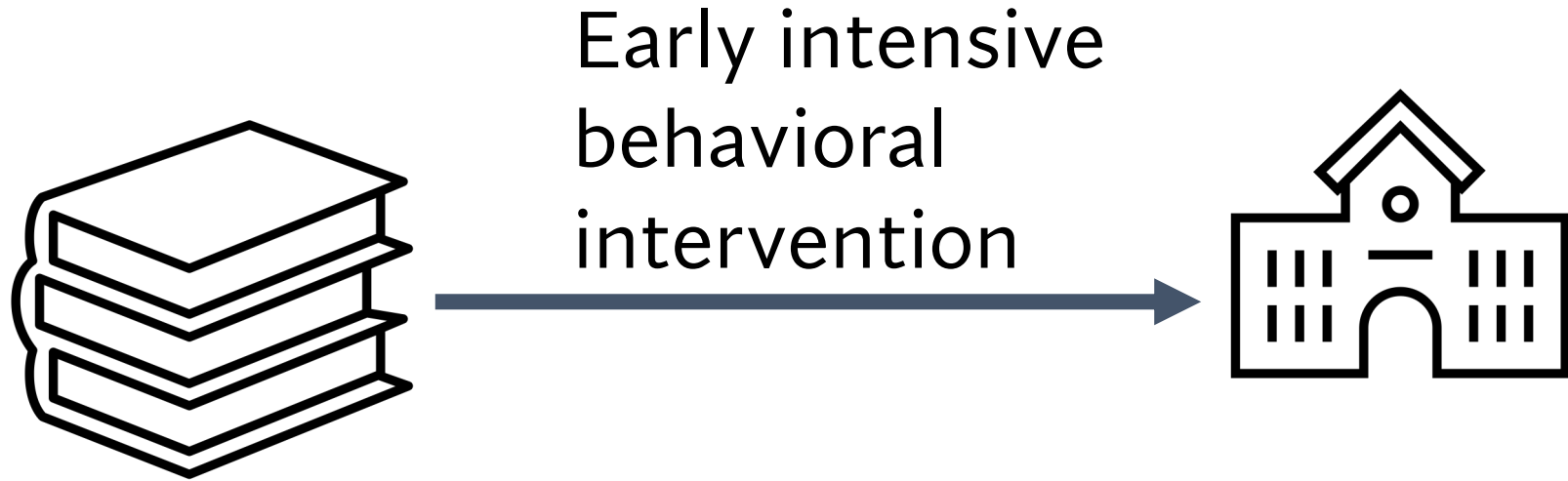


What is
implementation?



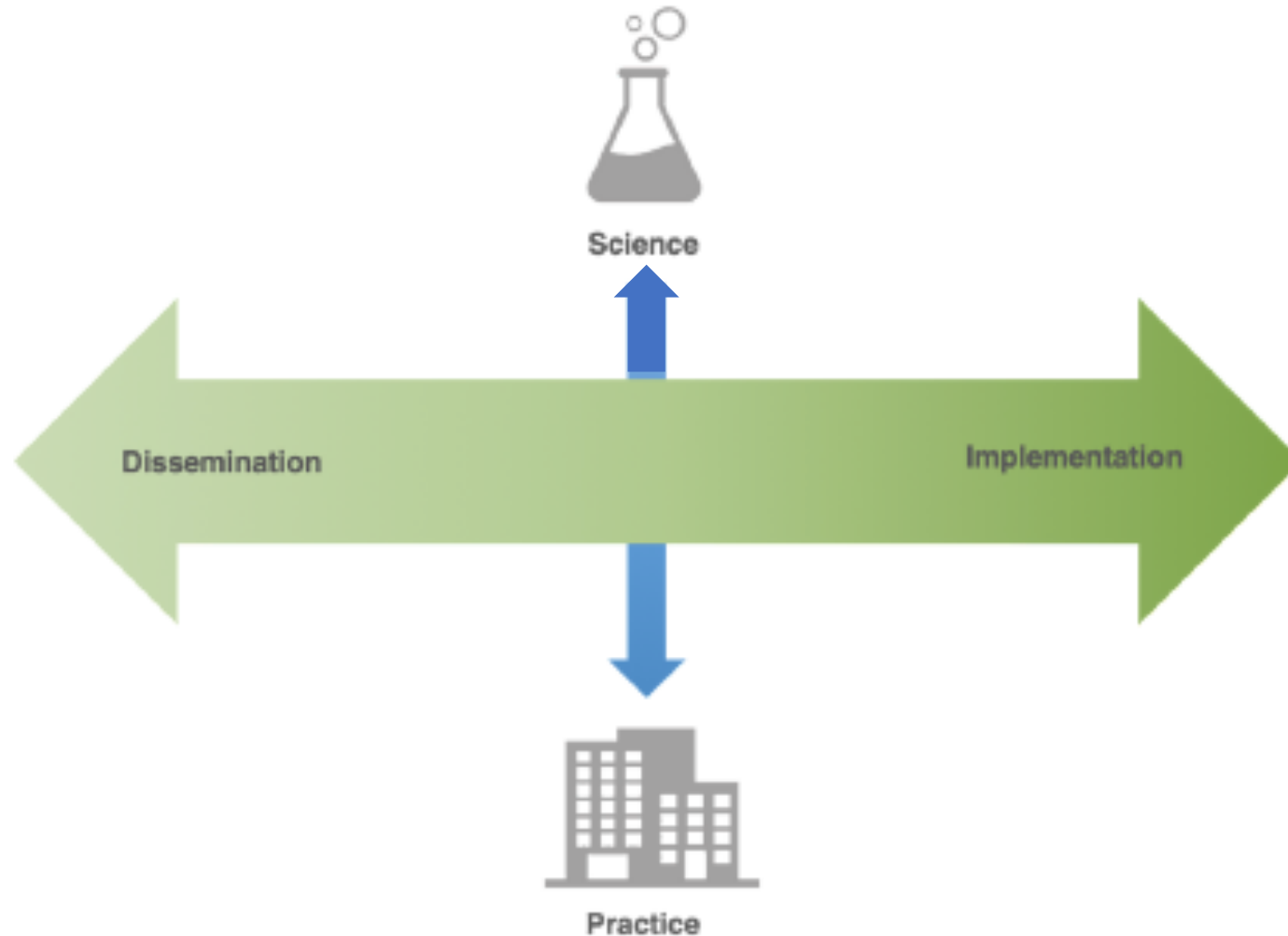
How do we
evaluate it?

Having a program, practice or policy is not enough..



- 3** Schools
Different outcomes
- Variations =
- Training
 - Feedback systems
 - Leadership
 - Intervention components

What is implementation?



The study of identifying the best ways to apply deliberate strategies that can incorporate research evidence into practice

Implementation practice: the act of using strategies to change people's behavior and the environment in which they are working.

Implementation science: the study of mechanisms of behavior change and successful implementation and the factors that affect implementation

What is implementation?

When defining implementation science, some very non-scientific language can be helpful...

- The intervention/practice/innovation is **THE THING**
- *Effectiveness* research looks at whether **THE THING** works
- *Implementation* research looks at how best to help people/places **DO THE THING**
- Implementation strategies are the stuff we do to try to help people/places **DO THE THING**
- Main implementation outcomes are **HOW MUCH** and **HOW WELL** they **DO THE THING**

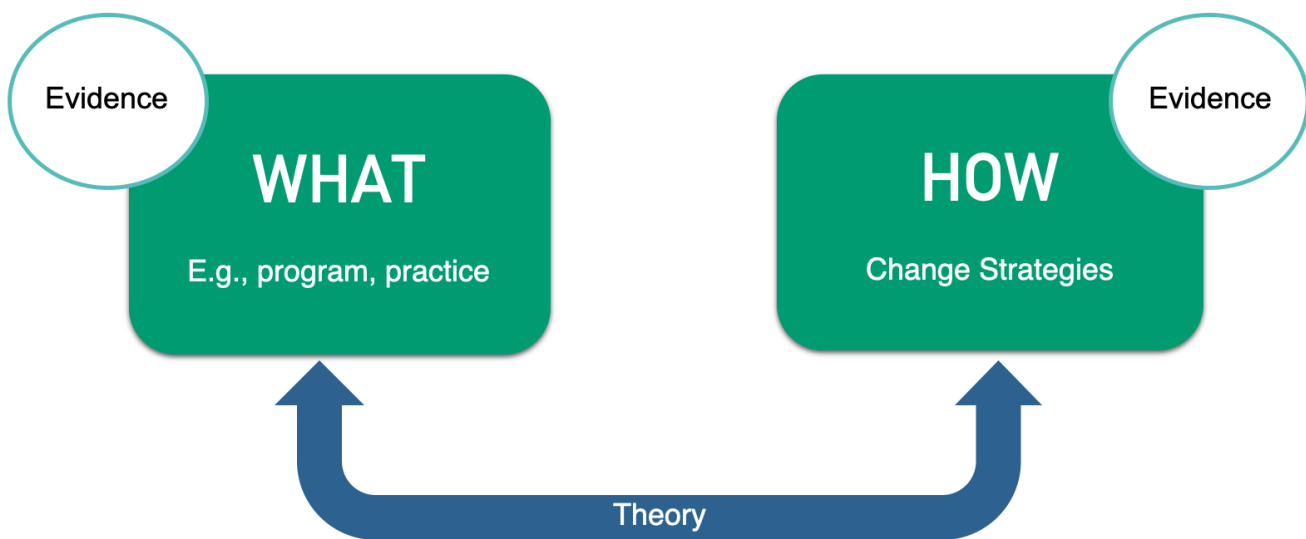
WHAT and HOW

WHAT are you implementing?

- What needs to change? And who needs to part of that change?

HOW will we make sure the change happens?

- Are there strategies you are using to generate that change?



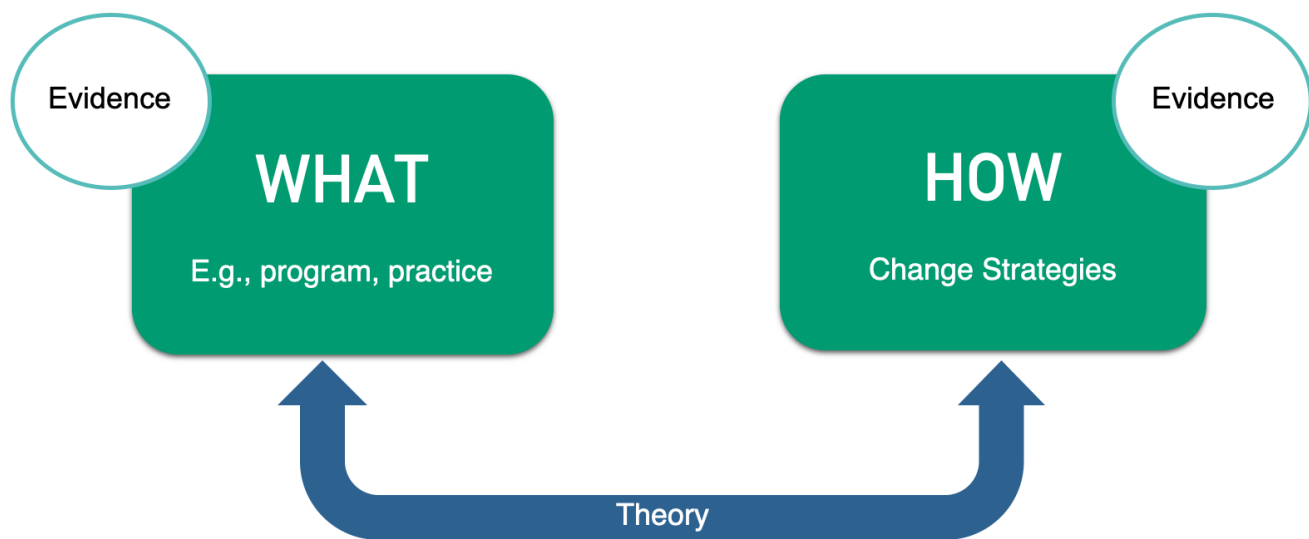
WHAT and HOW

WHAT are you implementing?

- What needs to change? And who needs to part of that change?

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WHAT = Health literacy program in public libraries

HOW = Training librarians who work in selected libraries to deliver the program



Discussion: Your **WHAT** and **HOW**

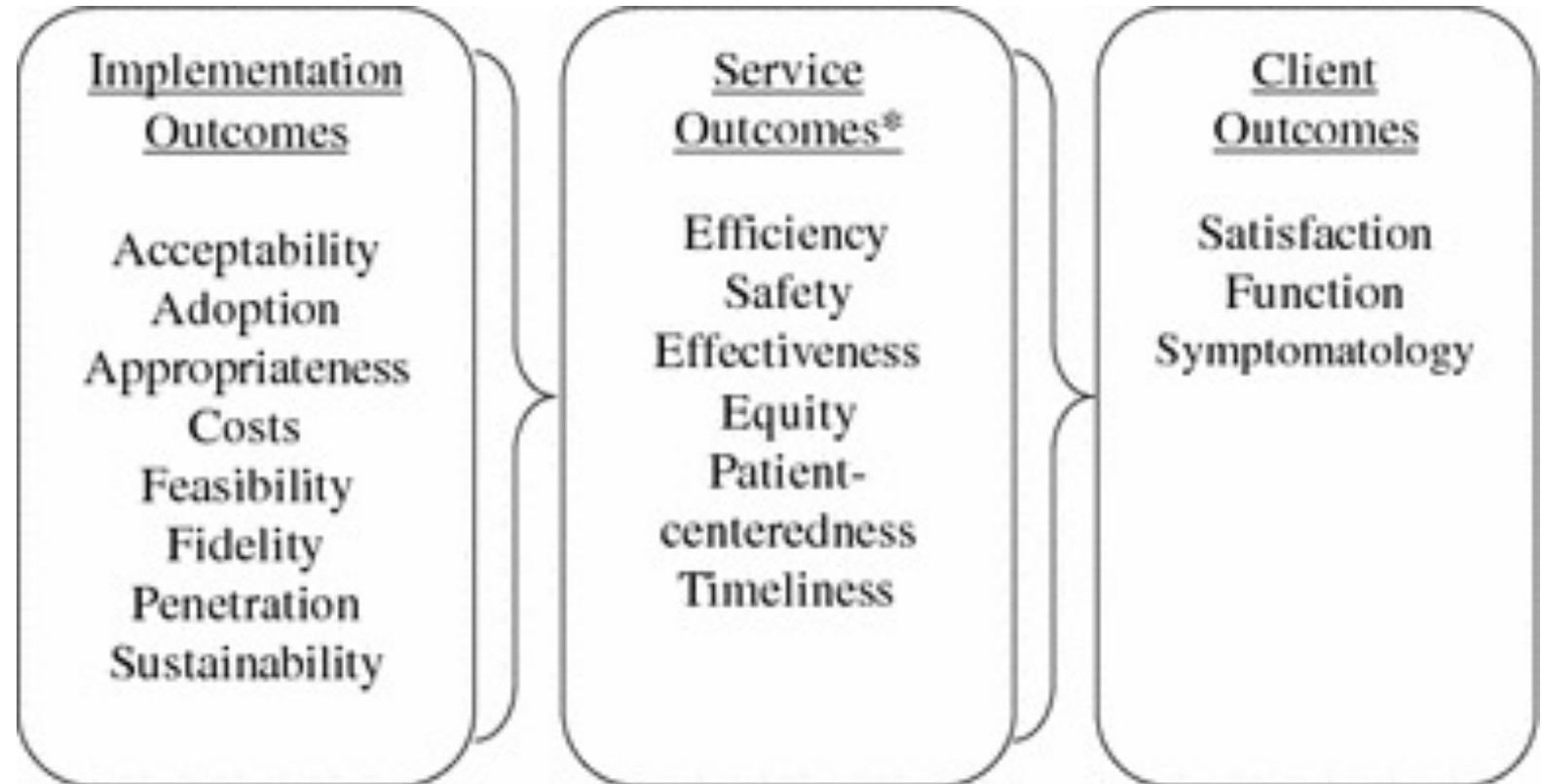
- Describe your project
 - Who are the key stakeholders, what are the project goals?
- Define your **WHAT** and your **HOW**

WHAT	HOW

WHAT	HOW

Important concepts to understand

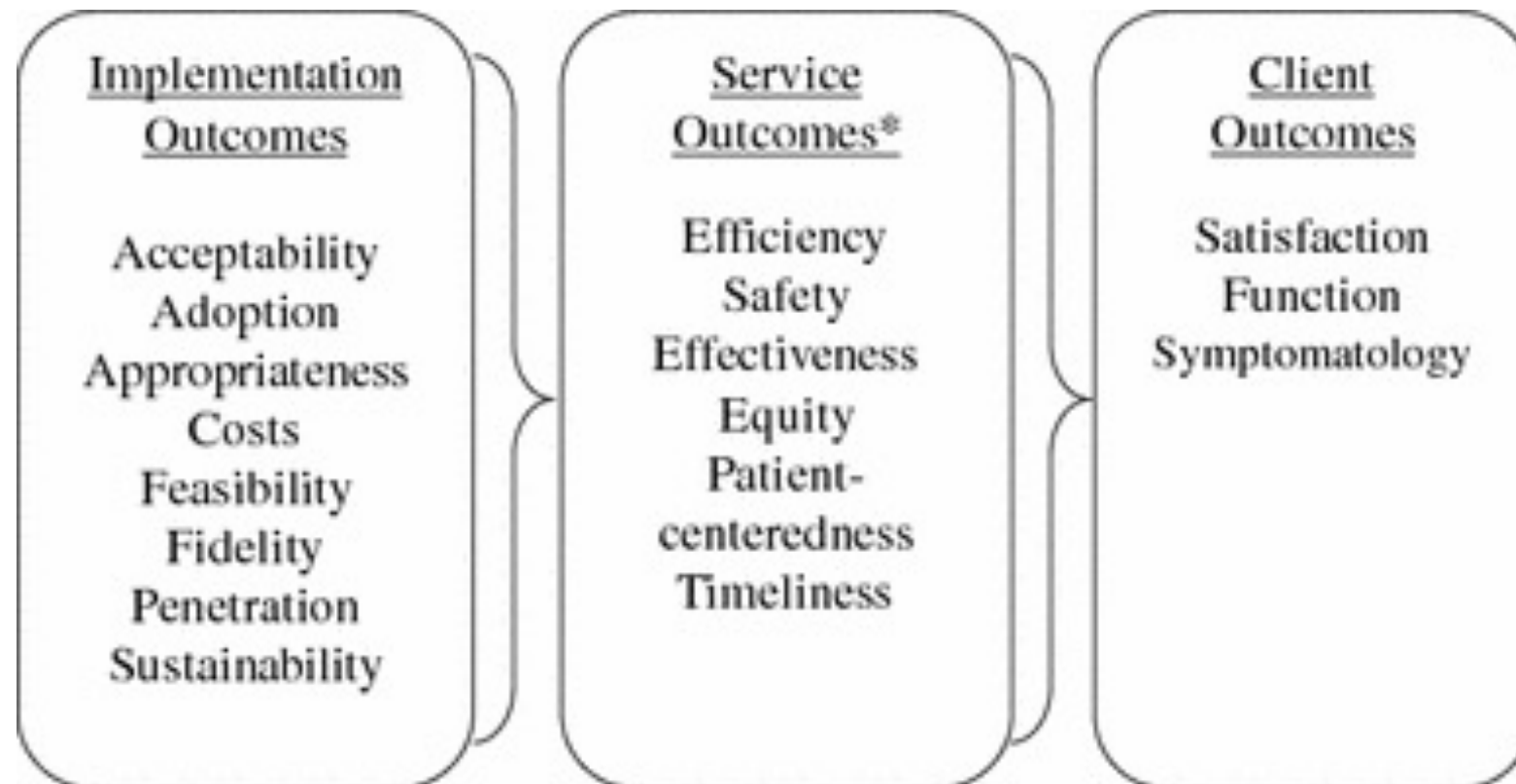
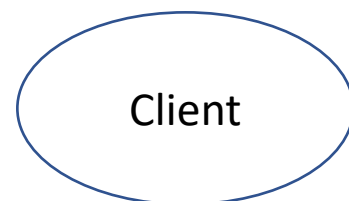
Implementation outcomes are..



*IOM Standards of Care

Important concepts to understand

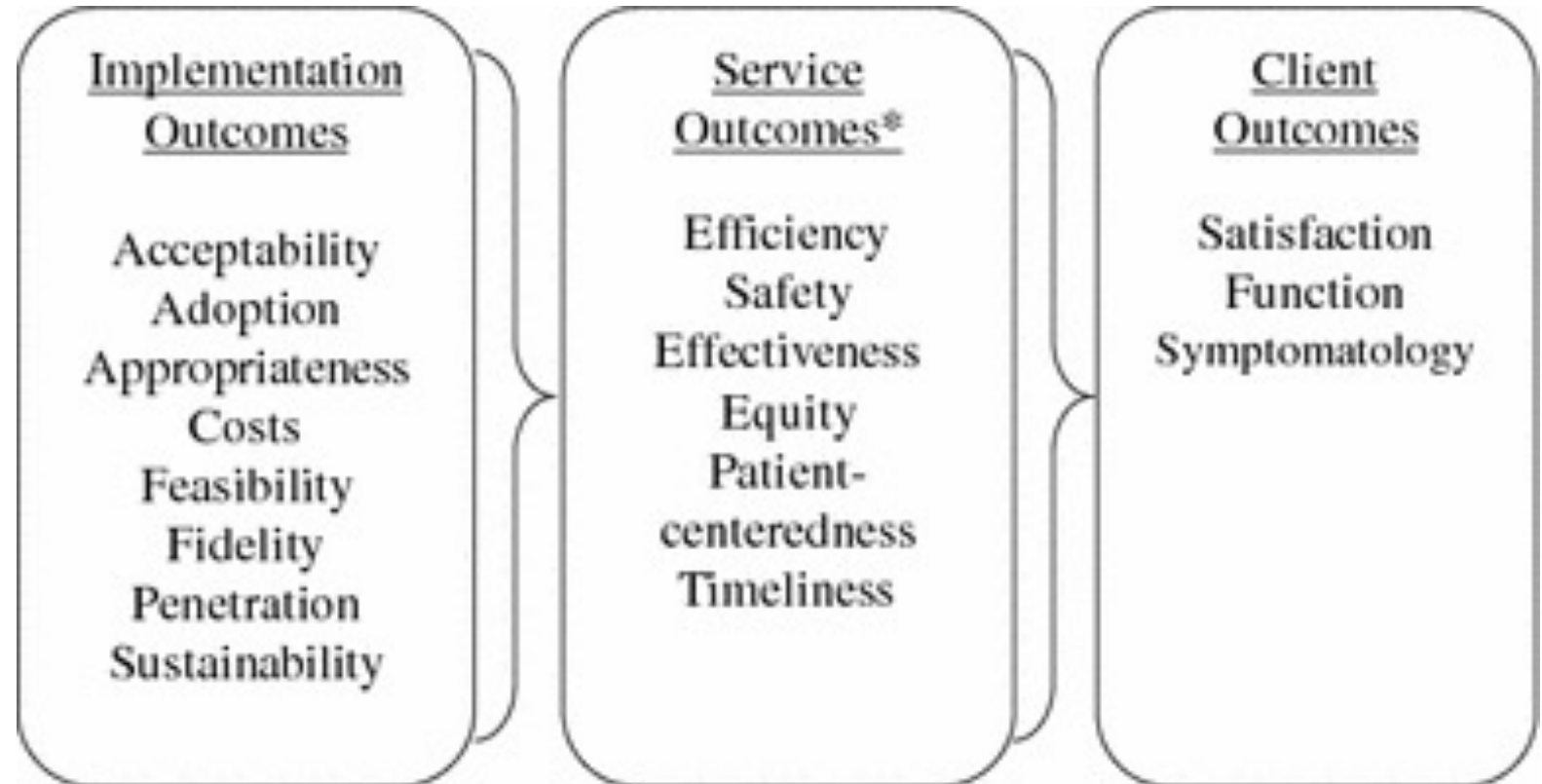
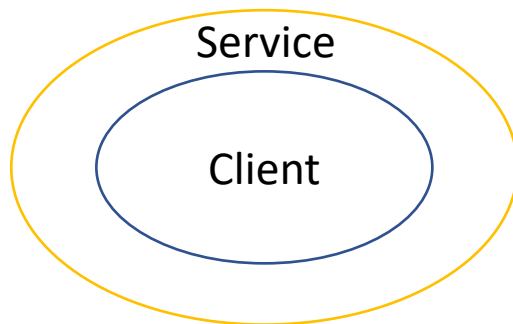
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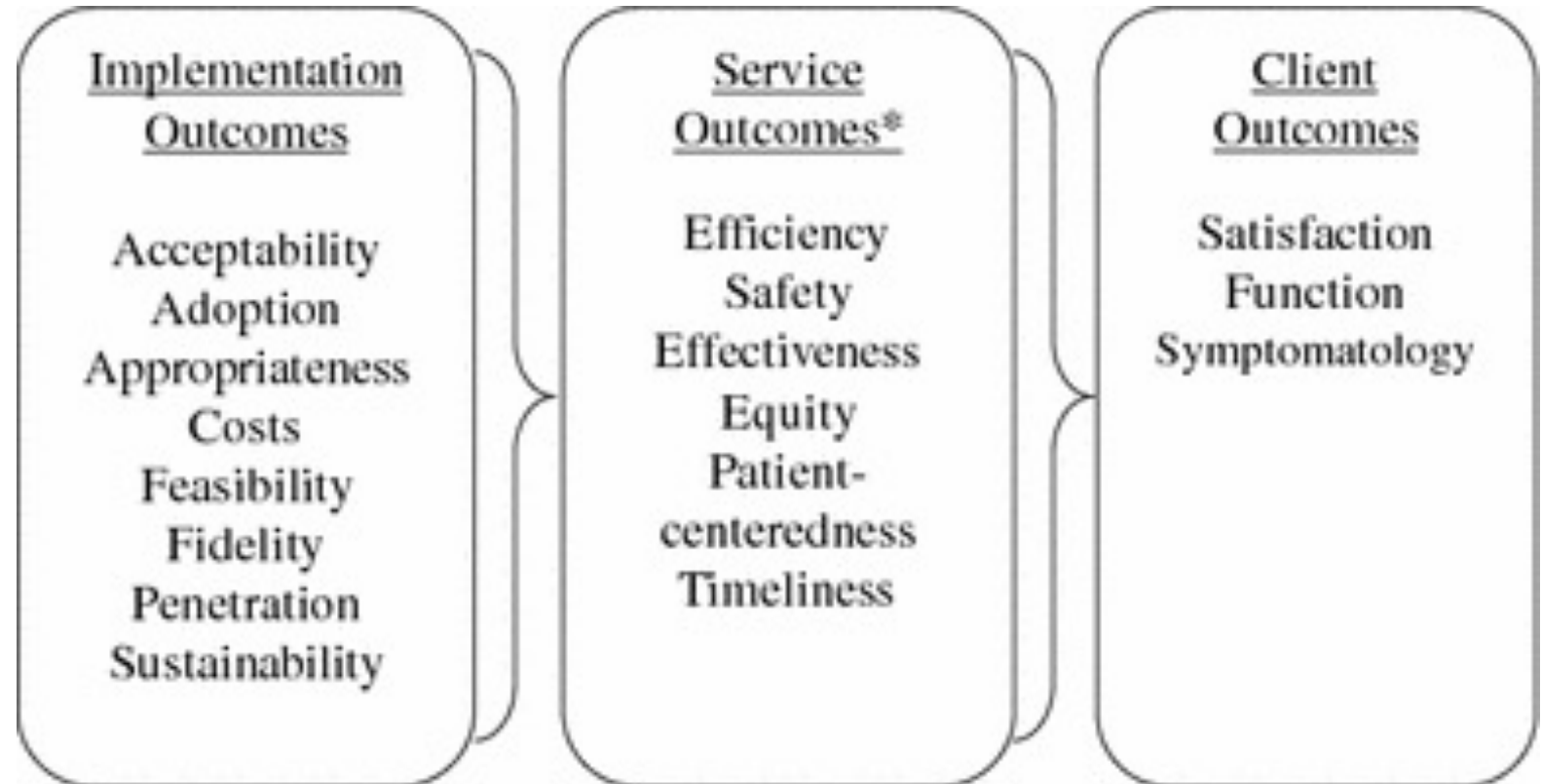
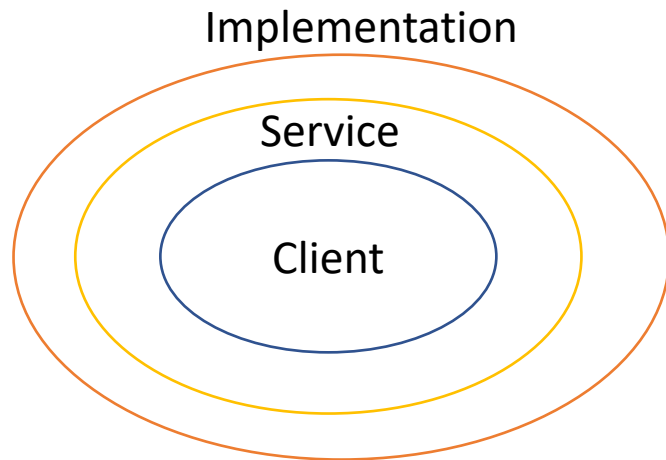
Implementation outcomes are..



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Important concepts to understand

Implementation outcomes are..



*IOM Standards of Care

Important concepts to understand

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Feasibility	Extent to which a new intervention can be carried out successfully within a given setting
Appropriateness	Perceived fit, relevance or compatibility of an intervention for a given participant, stakeholder or setting or perceived fit to address a specific problem
Costs	Resources to implement a particular intervention for a particular strategy or setting
Adoption	Intention, initial decision or action to adopt an intervention
Penetration	Integration of an intervention into an org or practice (# reach/potential # participants)
Fidelity	Extent to which an intervention is implemented as described in the protocol
Sustainability	Extent to which an intervention is institutionalized within the org's operations

Reference: Proctor, E., Silmere, H., Raghavan, R. *et al.* Outcomes for Implementation Research: Conceptual Distinctions, Measurement Challenges, and Research Agenda. <https://link.springer.com/article/10.1007/s10488-010-0319-7>

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Acceptability of Intervention Measure (AIM)

	Completely disagree	Disagree	Neither agree nor disagree	Agree	Completely agree
1. (INSERT INTERVENTION) meets my approval.	①	②	③	④	⑤
2. (INSERT INTERVENTION) is appealing to me.	①	②	③	④	⑤
3. I like (INSERT INTERVENTION).	①	②	③	④	⑤
4. I welcome (INSERT INTERVENTION).	①	②	③	④	⑤

Intervention Appropriateness Measure (IAM)

	Completely disagree	Disagree	Neither agree nor disagree	Agree	Completely agree
+1. (INSERT INTERVENTION) seems fitting.	①	②	③	④	⑤
2. (INSERT INTERVENTION) seems suitable.	①	②	③	④	⑤
3. (INSERT INTERVENTION) seems applicable.	①	②	③	④	⑤
4. (INSERT INTERVENTION) seems like a good match.	①	②	③	④	⑤

Feasibility of Intervention Measure (FIM)

	Completely disagree	Disagree	Neither agree nor disagree	Agree	Completely agree
1. (INSERT INTERVENTION) seems implementable.	①	②	③	④	⑤
2. (INSERT INTERVENTION) seems possible.	①	②	③	④	⑤
3. (INSERT INTERVENTION) seems doable.	①	②	③	④	⑤
4. (INSERT INTERVENTION) seems easy to use.	①	②	③	④	⑤

Qualitative Interview Prompts

- Tell me more about why you selected this response
- What can be improved to better support [feasibility, acceptability or appropriateness]?

Reference: Weiner, B. J., Lewis, C. C., Stanick, C., Powell, B. J., Dorsey, C. N., Clary, A. S., Boynton, M. H., & Halko, H. (2017). Psychometric assessment of three newly developed implementation outcome measures. *Implementation science* : IS, 12(1), 108. <https://doi.org/10.1186/s13012-017-0635-3>

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Fidelity

- Exposure
- Adherence
- Quality of implementation
- Participant responsiveness
- Program differentiation

Important concepts to understand

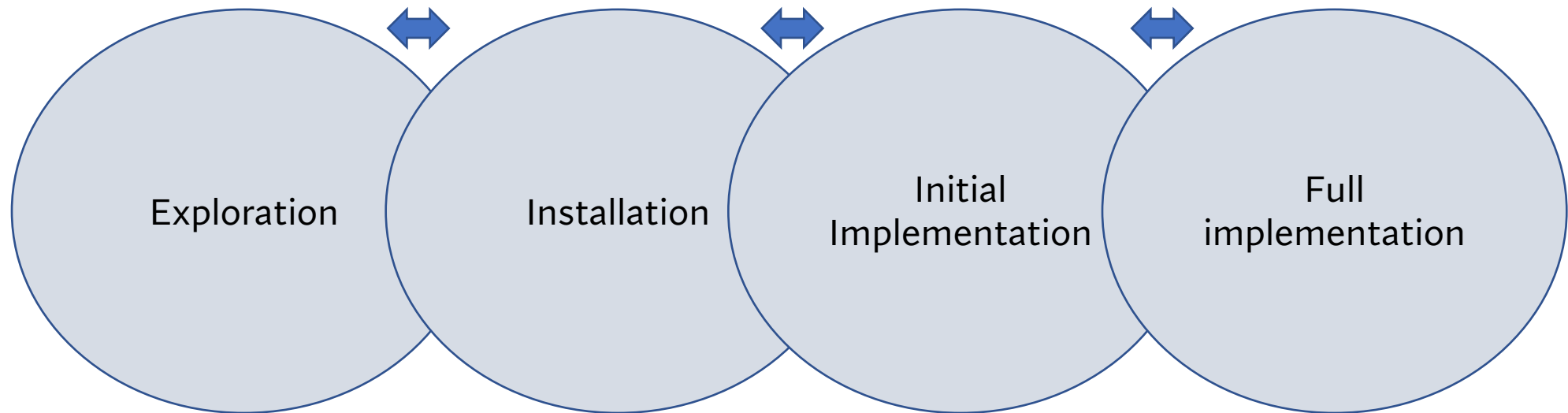
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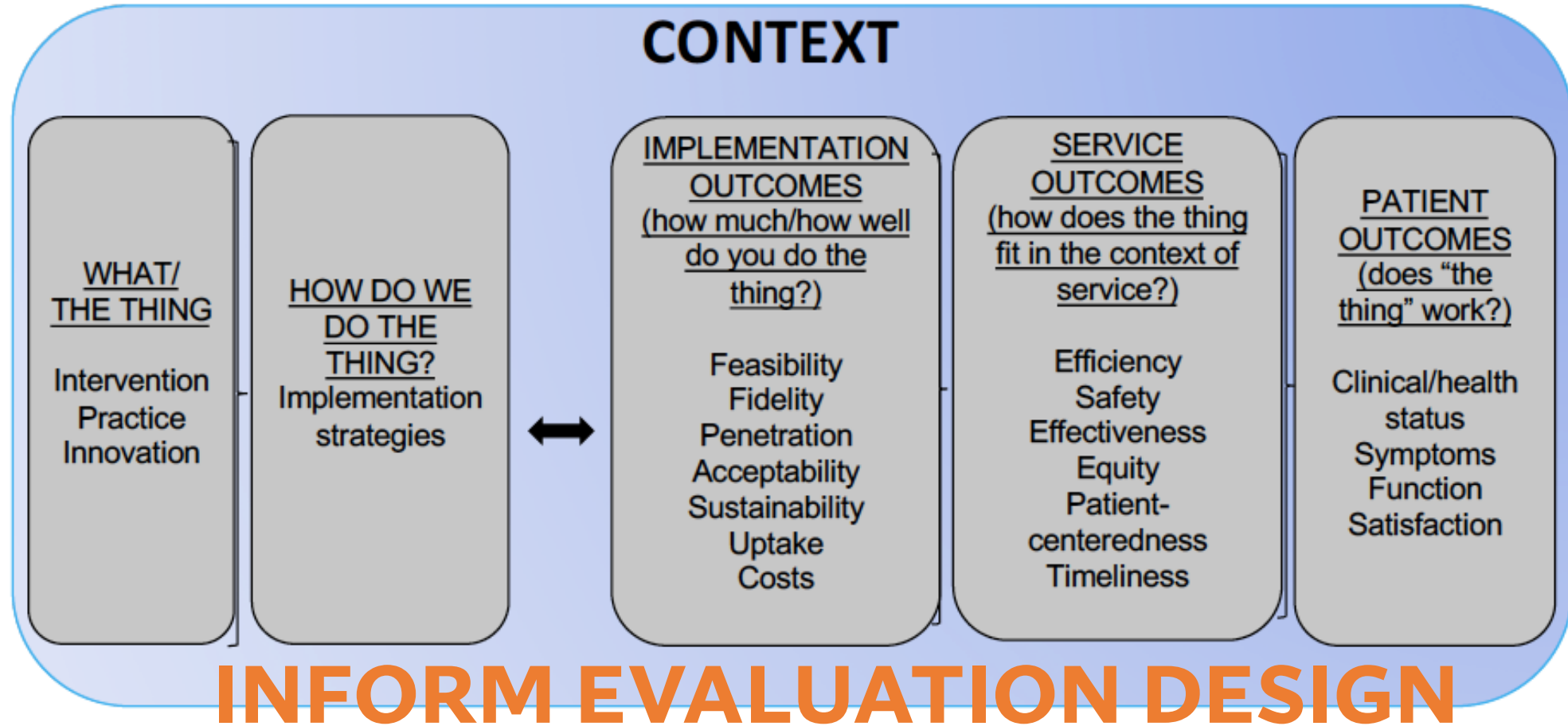
Sustainability

- Program Sustainability Assessment Tool
- Long Term Success Tool

Where are you in your program implementation?



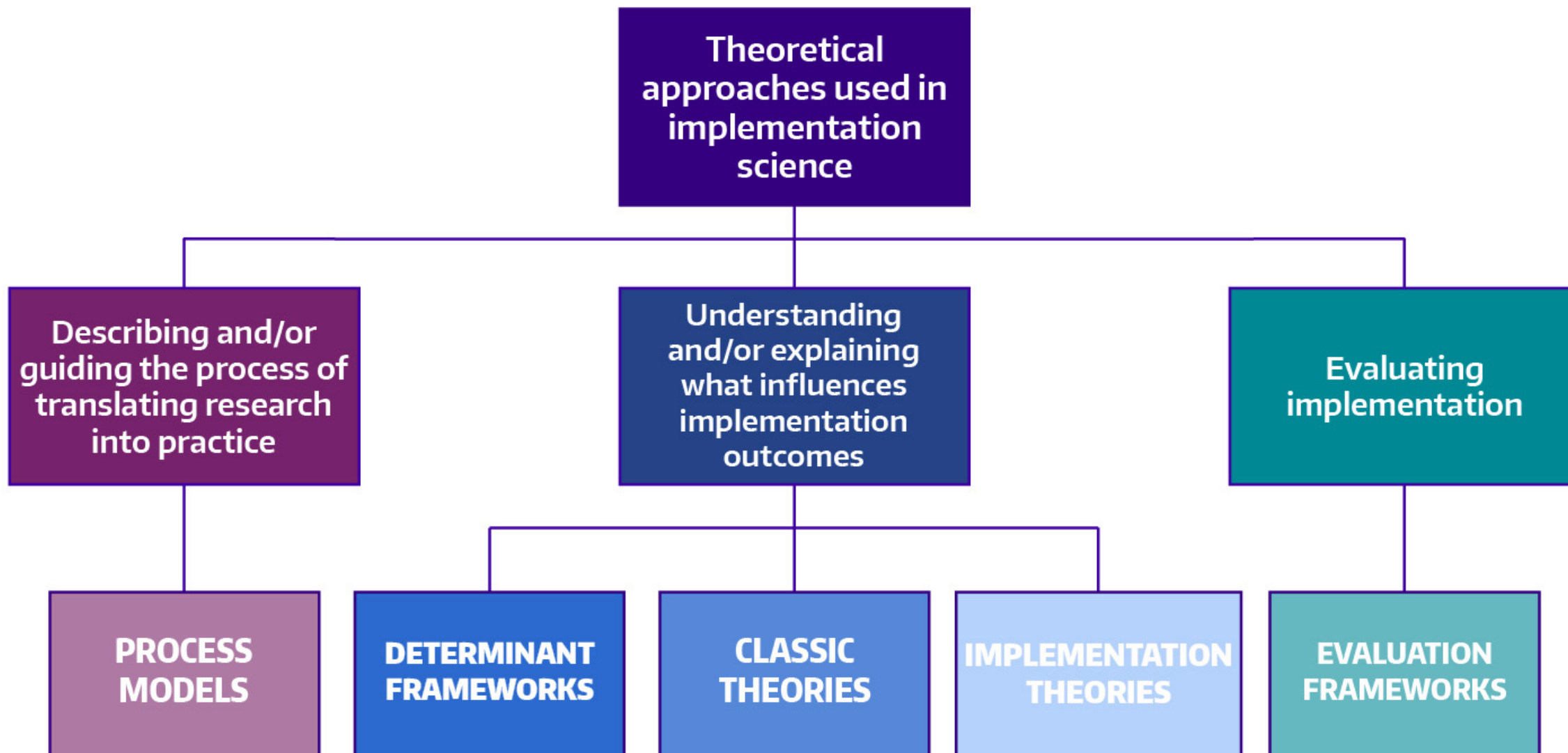
What is implementation?



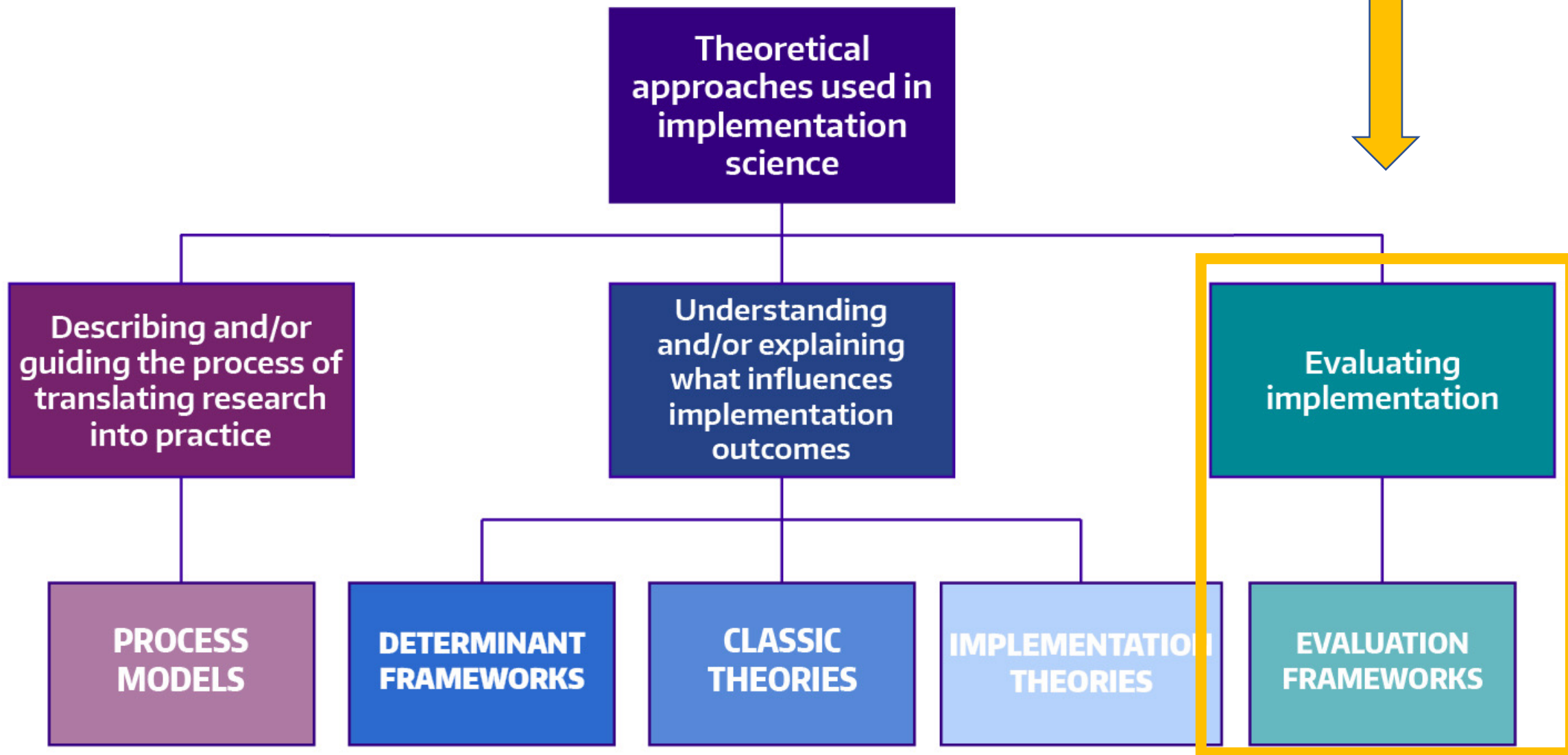
Curran, G. M. (2020). Implementation science made too simple: a teaching tool. *Implementation Science Communications*, 1(1), 1-3.

Proctor, E., Silmere, H., Raghavan, R., Hovmand, P., Aarons, G., Bunger, A., ... & Hensley, M. (2011). Outcomes for implementation research: conceptual distinctions, measurement challenges, and research agenda. *Administration and Policy in Mental Health and Mental Health Services Research*, 38(2), 65-76.

Important concepts to understand



Important concepts to understand



Implementation Quality

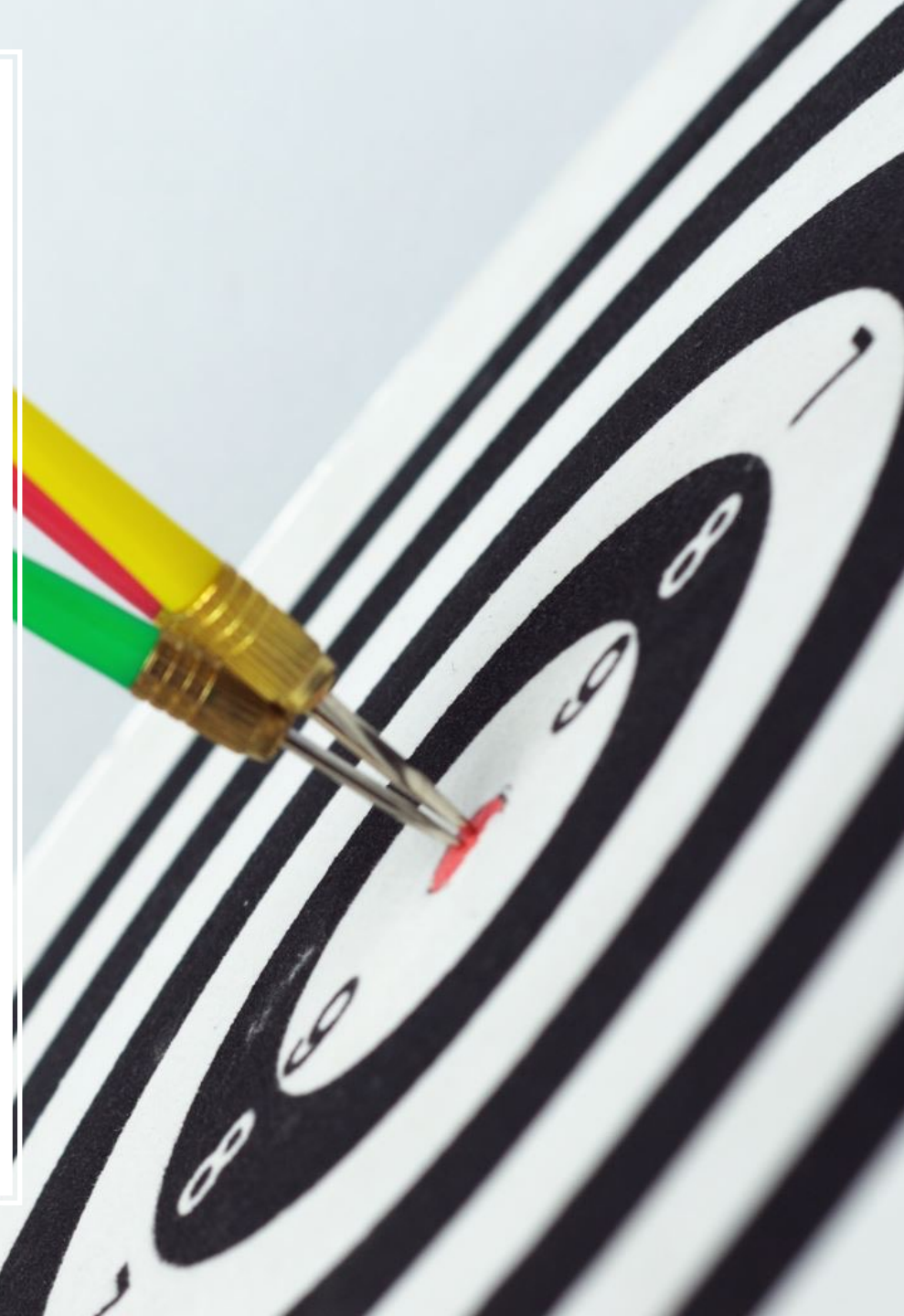
Why evaluate implementation?

- Implementation evaluations serve the purpose of **improving strategies, activities and outcomes**
 - Also known as “process evaluations” or “formative evaluations”
- **Learning** is at the center
 - What did we do, how did we do it, what did or did not work, what we can do better
- Direct guidance on **where you need to improve**

Purpose

Be clear about the purpose of your evaluation

- Understand where you are in implementation
- Which implementation outcomes make sense
- Understand the complex pathways (WHAT and HOW)

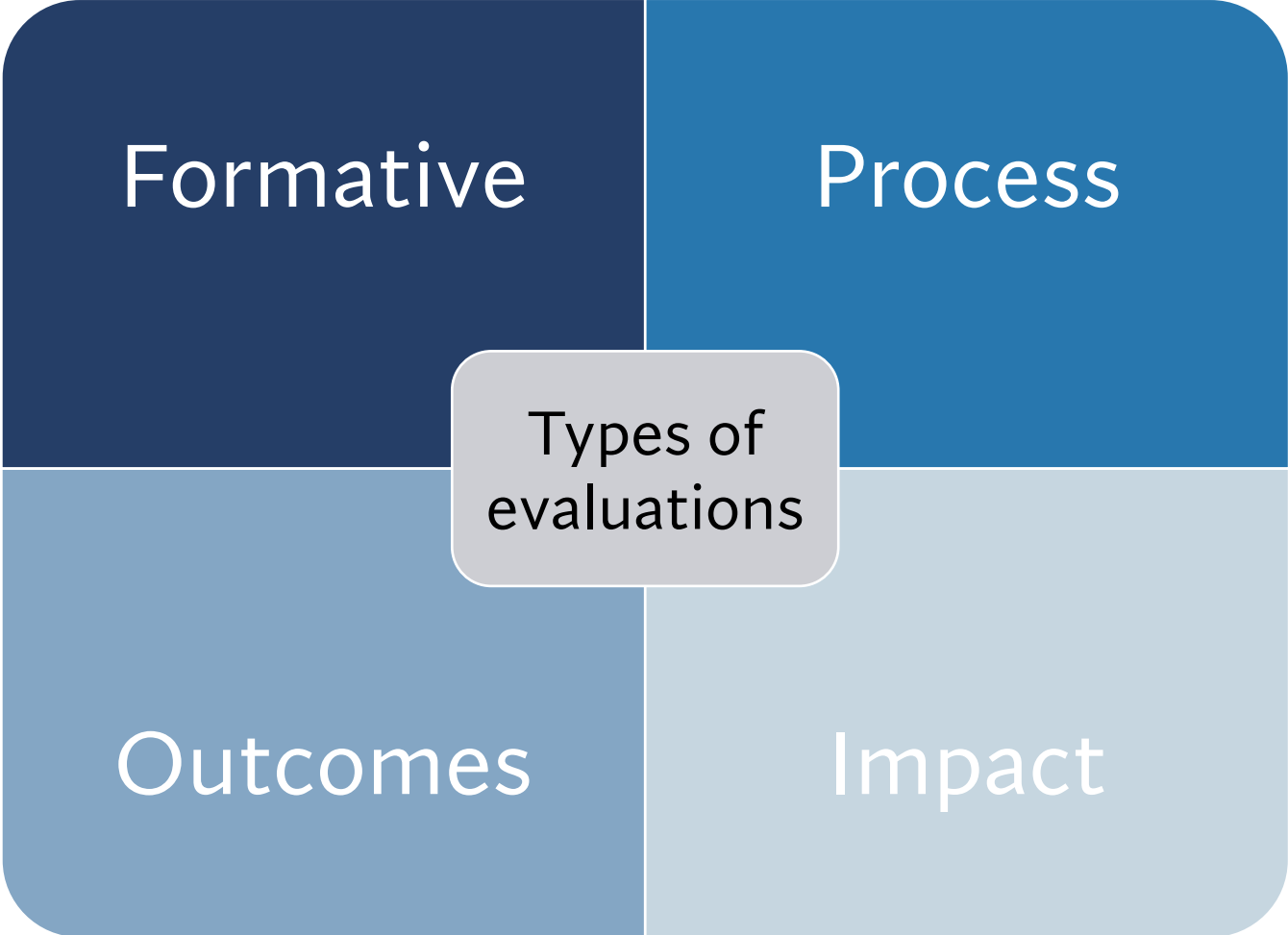


What is implementation quality?

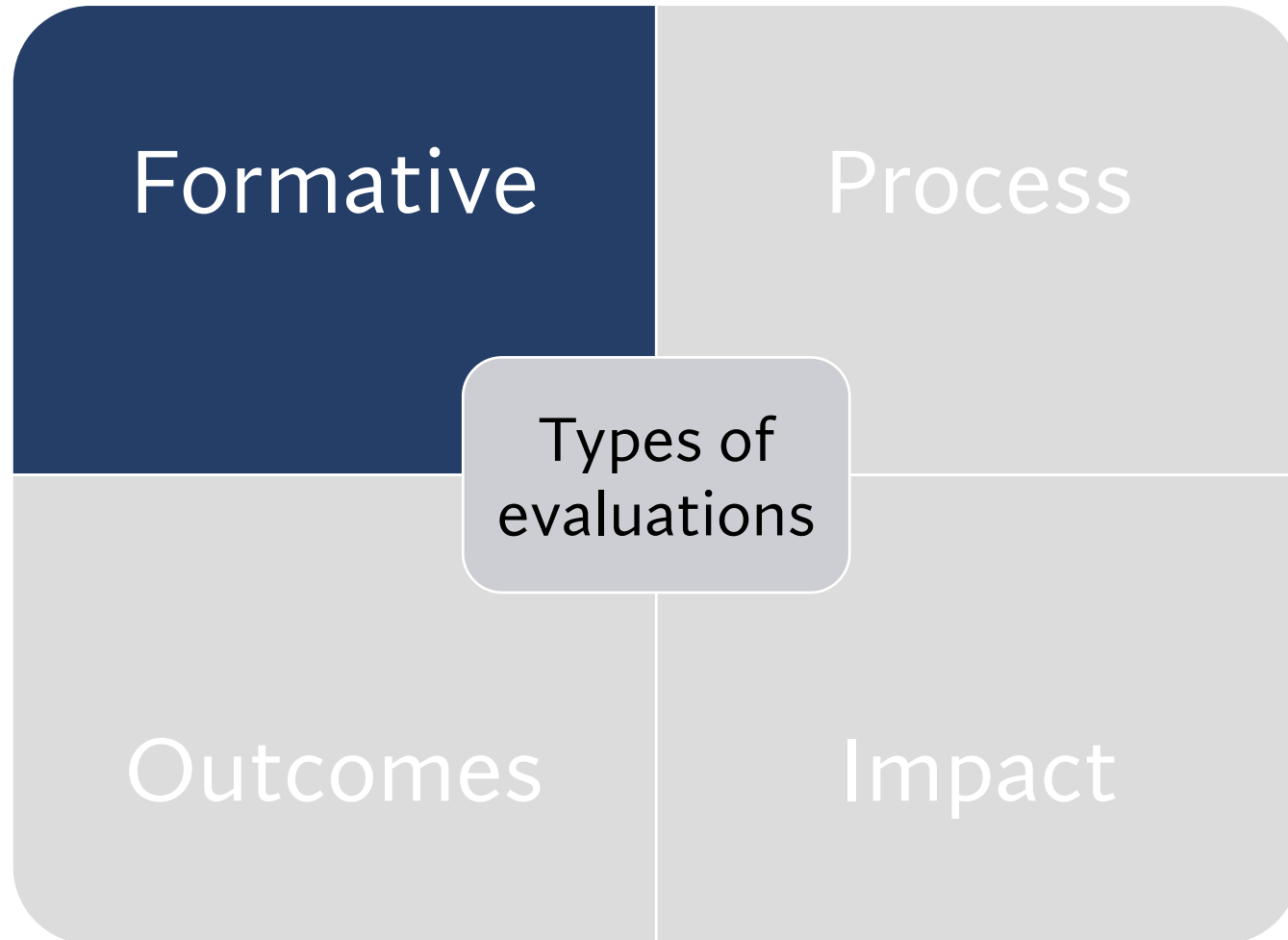
Implementation quality is defined as...

- “The degree to which a process of change is delivered as intended in a particular setting”
- Whether the program/practice was delivered in a way that was intended

Different Evaluations...Different functions...



Different Evaluations...Different functions...

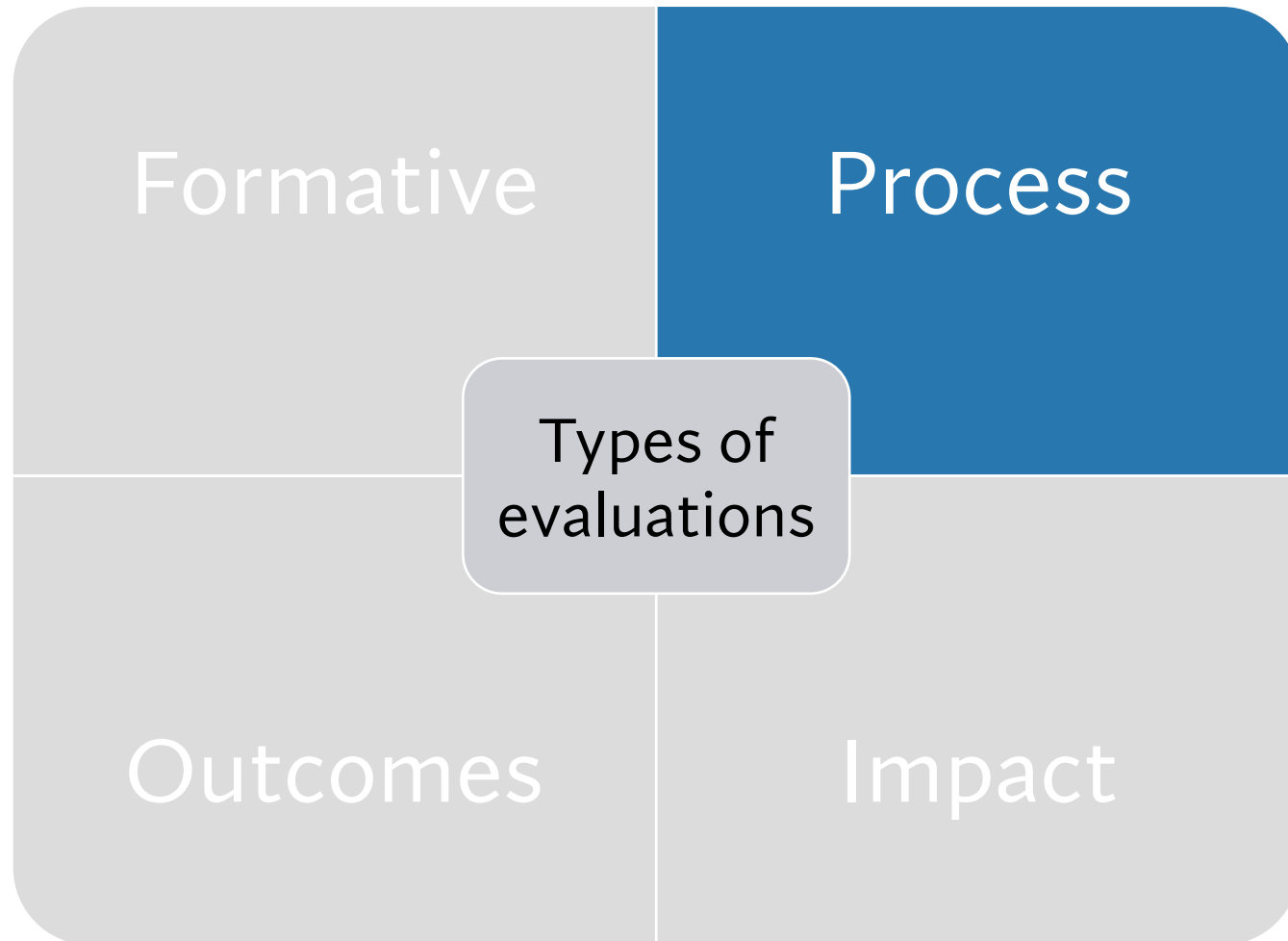


HOW

Formative evaluations aim to answer the question, 'How are we going to do this?'

- inform the planning and implementation of an intervention.

Different Evaluations...Different functions...

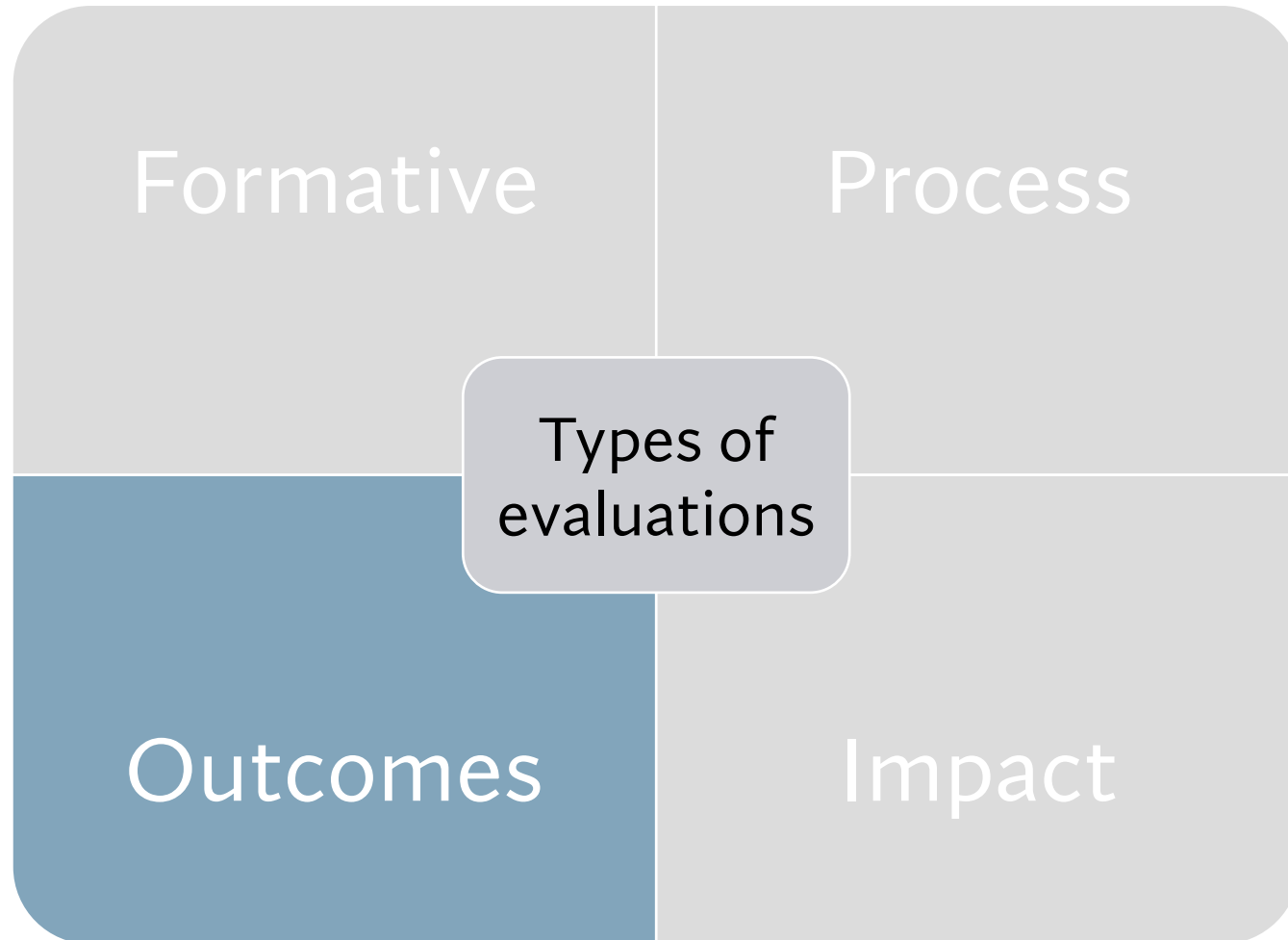


HOW

Process evaluations aim to answer the question, 'How did we do this?'

- Determines the extent to which activities were actually done to make the implementation happen

Different Evaluations...Different functions...

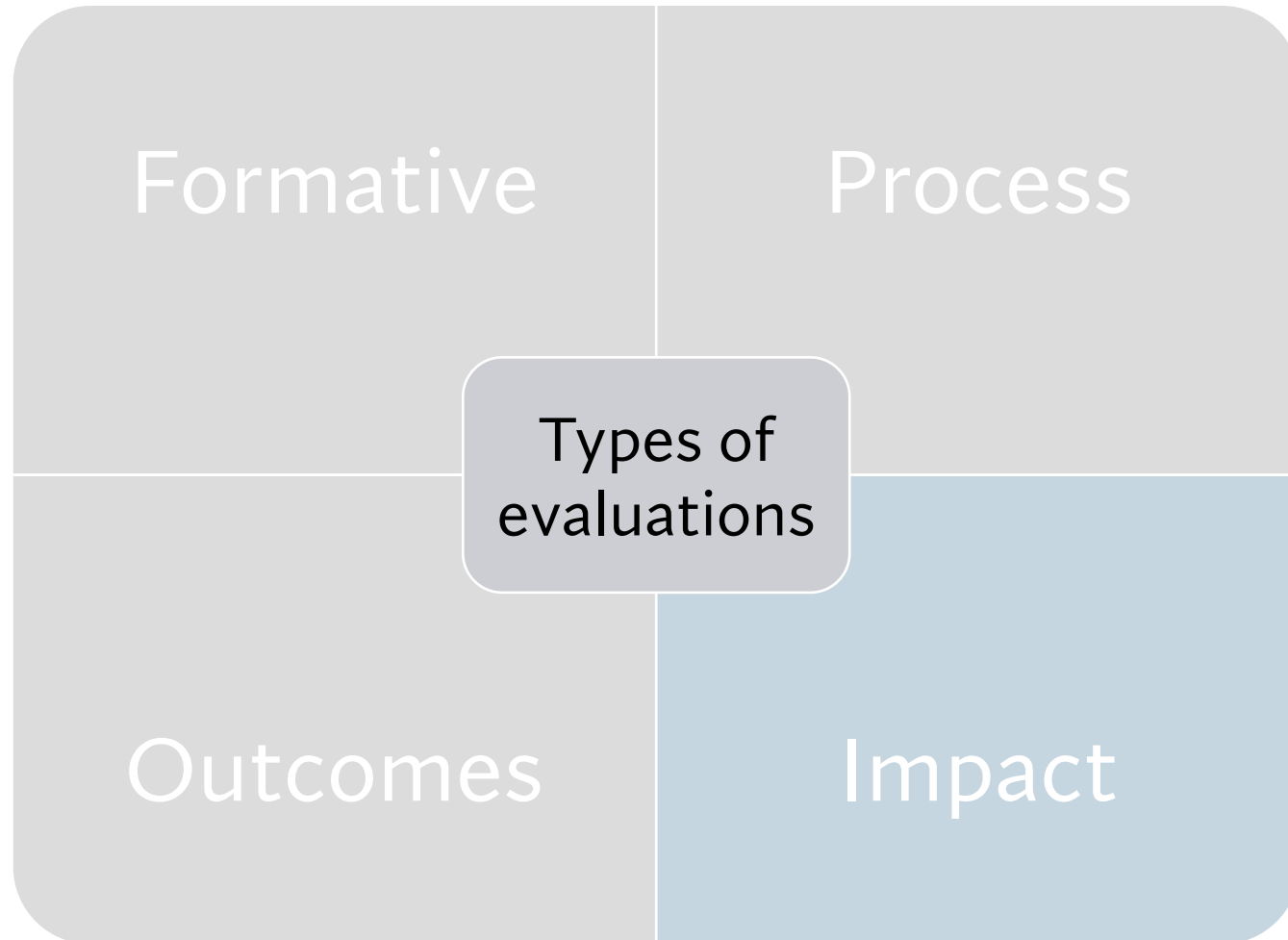


WHAT

Outcome evaluations aim to answer the question, “What did we achieve”

- Identifies whether or not the intervention achieved the goals you were hoping it would reach

Different Evaluations...Different functions...



WHAT

Impact evaluations aim to answer the question, “What was the impact on the broader social issue or focus”

- Not typically feasible with community-based programs
- Big scope of work
- Focus is on a larger system goal

The background of the slide is a light blue color with a repeating pattern of colorful speech bubbles. Each bubble is a different color (orange, white, yellow, pink, light blue) and contains a large, dark blue question mark. The bubbles are scattered across the entire slide, creating a pattern of uncertainty or inquiry.

Poll: Which evaluation would you select for your program implementation?

A. Formative

B. Process

C. Outcomes

D. Impact

E. Still unsure..

Designing evaluation questions for implementation

Process evaluations

- Are all activities being implemented as planned?
- Is the program or practice feasible and acceptable?
- Are we reaching our priority populations? How many? Are they aware of the program? Is anyone missing?
- What services are being provided/what is received
- Are they receiving proper amount, type, quality of services?

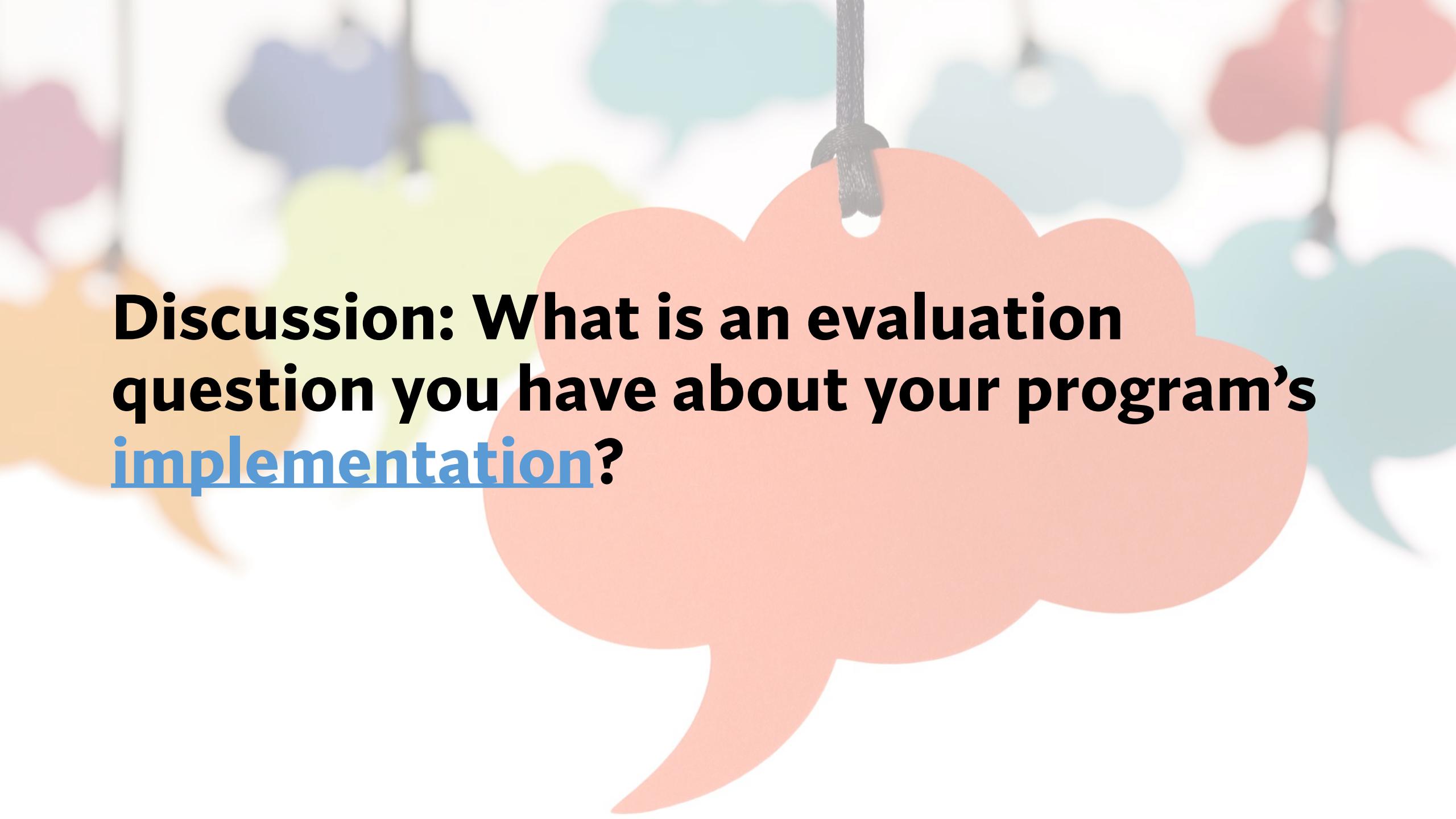
Formative evaluations

- How are inputs contributing to program functioning?
- Are short term outcomes promising?
- How many activities are being completed each week?
- Where can we improve process?
- How do we include groups that are not represented?

Designing evaluation questions for implementation

- Consider a document review or environmental scan
 - What kind of information do we already have and what is missing?
- ALWAYS CO-CREATE WITH YOUR KEY STAKEHOLDERS
- Write down your aims and objectives
 - What questions align well with these and what is most valuable to meet those objectives
- Draft a logic model
 - This will help you understand the pathways, what we need to stay mindful of and responsive to in context



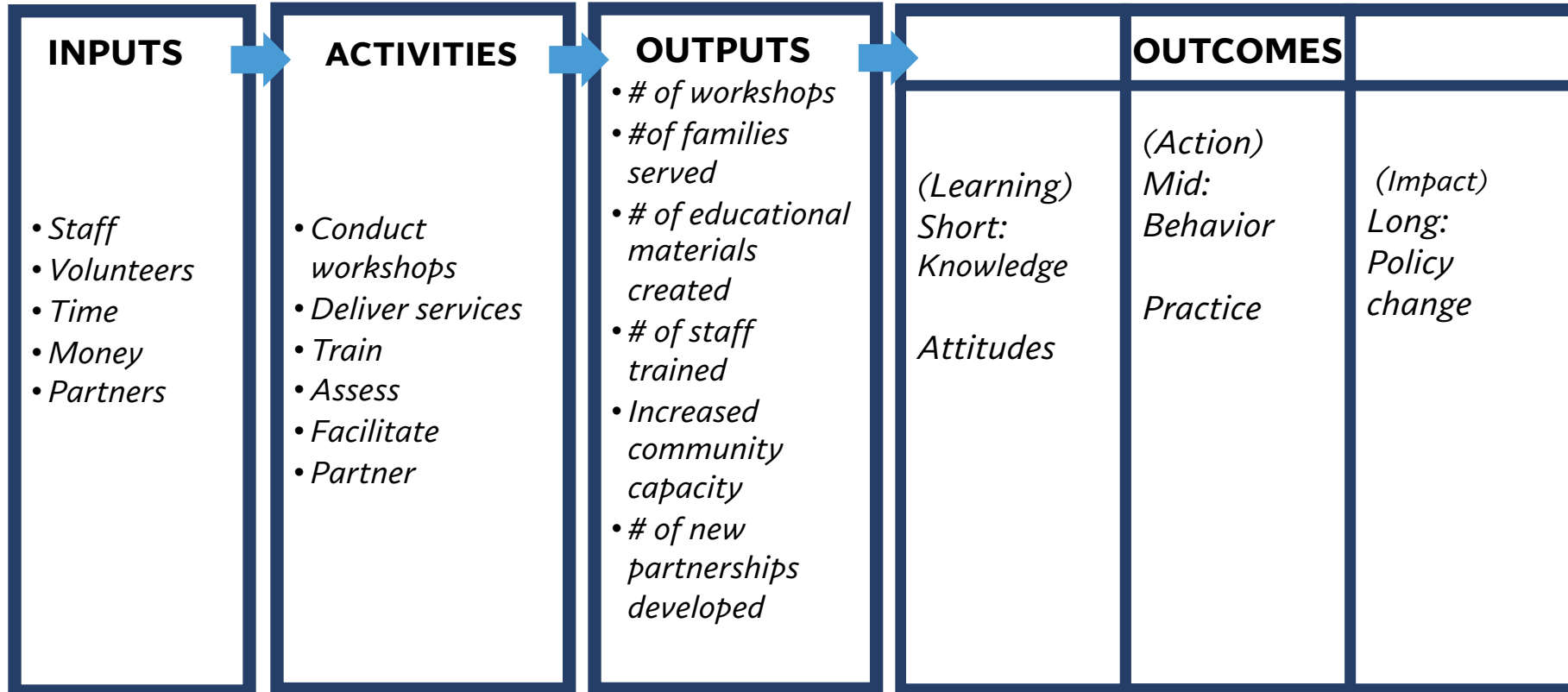


Discussion: What is an evaluation question you have about your program's implementation?

What are you evaluating?

Formative Evaluation Process Evaluation

Impact Evaluation Outcomes Evaluation

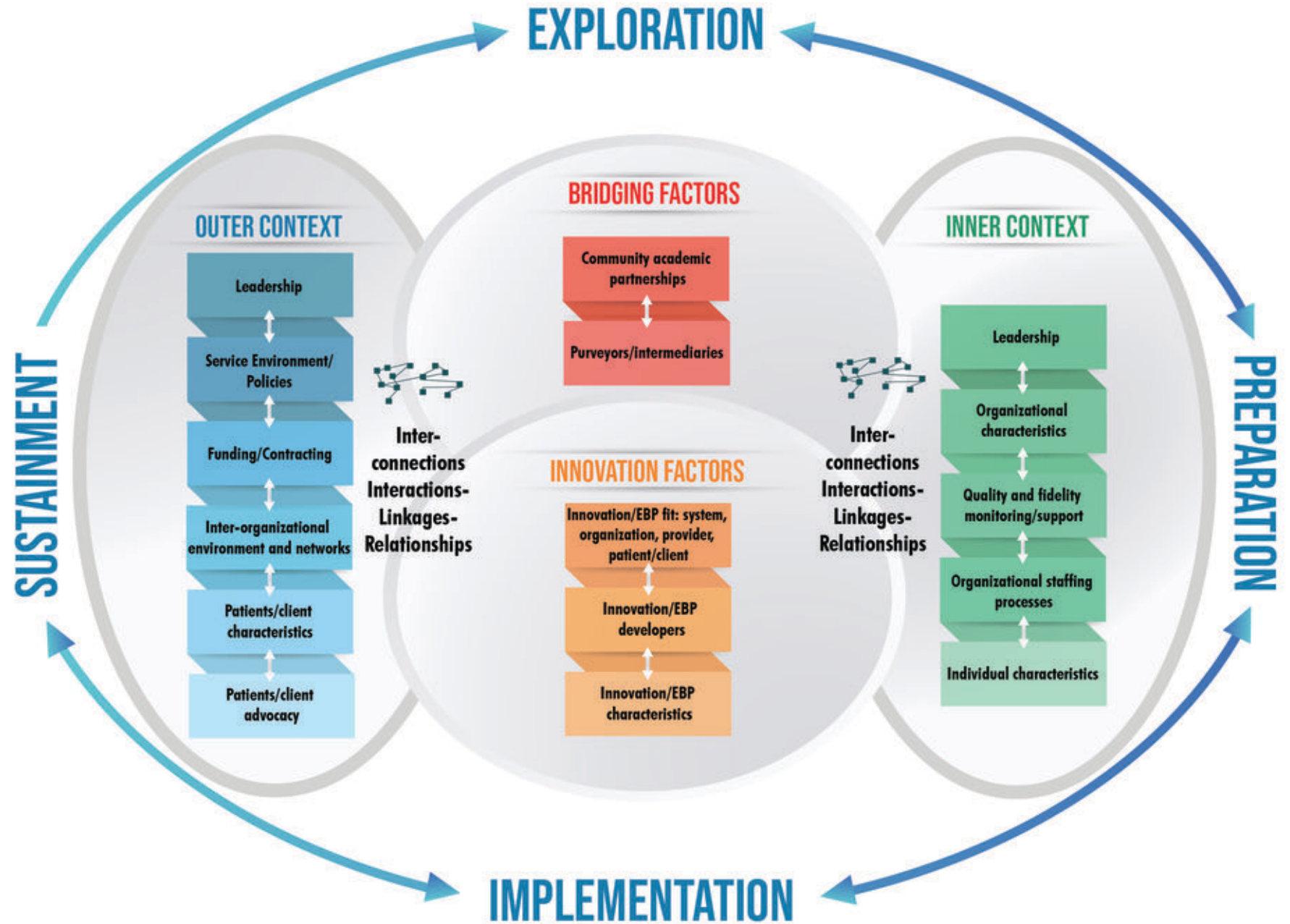




Theories, Models Frameworks, and Approaches (TMFAs)

Theories, Models, Frameworks, Approaches

- **Theories** describe and predict causal mechanisms of behavior
- **Models (process models)** outline steps or stages in implementing something
- **Frameworks** explain different factors that may impact implementation outcomes
- **Approaches** are tools and strategies to help you throughout the implementation process



Case
Example:
EPIS

Sridhar *et al.* *Implementation Science Communications* (2021) 2:55
<https://doi.org/10.1186/s43058-021-00158-1>

Implementation Science
Communications

RESEARCH

Open Access

Facilitators and barriers to the utilization of the ACT SMART Implementation Toolkit in community-based organizations: a qualitative study

Aksheya Sridhar^{1*} , Amy Drahota^{1,2}  and Kiersten Walsworth¹



Case Example: EPIS

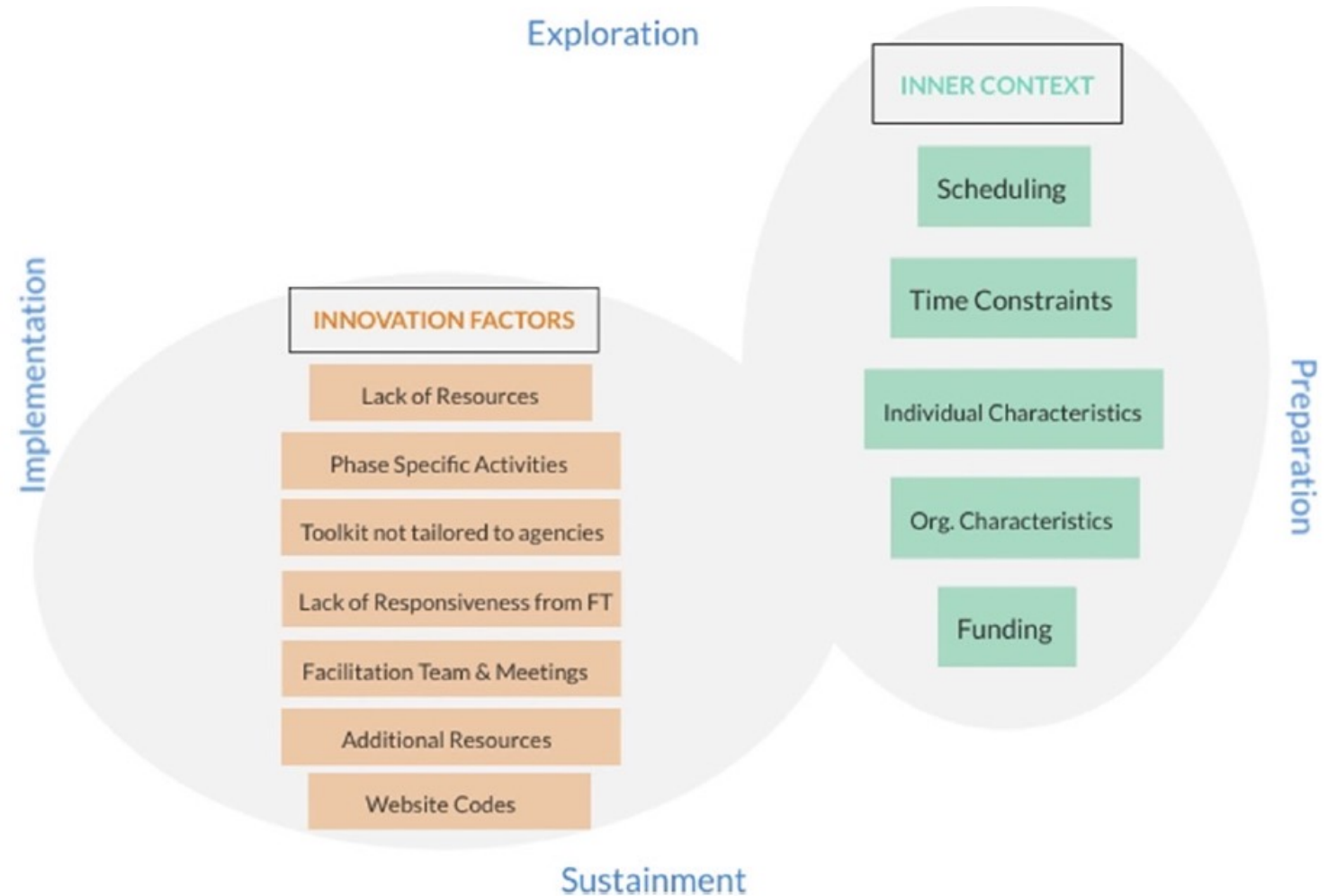



Fig. 2 Two themes developed utilizing both the EPIS framework and TAM3: Inner Context Determinants and Innovation Determinants

Reference: Sridhar, A., Drahota, A. & Walsworth, K. Facilitators and barriers to the utilization of the ACT SMART Implementation Toolkit in community-based organizations: a qualitative study. *Implement Sci Commun* **2**, 55 (2021). <https://doi.org/10.1186/s43058-021-00158-1>



Consolidated
Framework for
Implementation
Research (CFIR)

Reference source: <https://cfirguide.org>

Methodology | [Open Access](#) | [Published: 10 February 2017](#)

Using the Consolidated Framework for Implementation Research (CFIR) to produce actionable findings: a rapid-cycle evaluation approach to improving implementation

[Rosalind E. Keith](#) , [Jesse C. Crosson](#), [Ann S. O'Malley](#), [DeAnn Crompt](#) & [Erin Fries Taylor](#)

Implementation Science **12**, Article number: 15 (2017) | [Cite this article](#)

67k Accesses | **141** Citations | **41** Altmetric | [Metrics](#)

Abstract

Background

Much research does not address the practical needs of stakeholders responsible for introducing health care delivery interventions into organizations working to achieve better outcomes. In this article, we present an approach to using the Consolidated Framework for Implementation Research (CFIR) to guide systematic research that supports rapid-cycle

Case
Example:
CFIR

Reference: Keith, R.E., Crosson, J.C., O'Malley, A.S. *et al.* Using the Consolidated Framework for Implementation Research (CFIR) to produce actionable findings: a rapid-cycle evaluation approach to improving implementation. *Implementation Sci* **12**, 15 (2017).

<https://doi.org/10.1186/s13012-017-0550-7>



RE-AIM

- **R**each
 - # of individuals who participate
 - How many were reached with the intervention/practice/program?
- **E**ffectiveness
 - Impact of the practice on individual outcomes
 - How do I know the practice is effective?
- **A**doption
 - # of people who deliver the program OR dosage of the program (e.g., # of training sessions)
- **I**mplementation
 - Consistency of delivery provided, adaptations made, time and cost of the program, etc
 - How closely did people follow the program or practice?
- **M**aintenance
 - Extent to which a program becomes part of the organizational infrastructure (with implications for sustainment)
 - How do I incorporate the program to make sure that it is delivered over the longer term?

Case
Example: RE-
AIM in
Community
Settings

Friday, September 24, 2021
Noon-1pm



Debra Furr-Holden, PhD
Associate Dean for Public Health Integration
Michigan State University



Sherelle Bell-Brown, MSHE, BS
Emergency and Tobacco Policy
Health Educator: Genesee County Health Department



Pamela B. Hackert, MD, JD, MPH
Medical Health Officer
Genesee County Health Department

FLINT COMMUNITY COVID-19 WEBINAR

Insurance Coverage for COVID testing
COVID Quarantine and Isolation Guidelines
FDA Booster Guidelines
Genesee County Health Department Update
Update from the Governor's Office
City of Flint Update

Moderated by



E. Yvonne Lewis, BS, BBA
Co-Director, HFRCC Community Core

For more info, visit hfrcc.org
& email questions to info@hfrcc.org



Register on
www.HFRCC.org



Lawrence Reynolds, MD
Chief Health Advisor
City of Flint



Gary Jones
Community Affairs - Flint
Office of Governor Gretchen Whitmer



Qiana Towns-Williams, MA
Manager of Public Health
City of Flint

Webinar Evaluation

- **REACH**

- Number of attendees
- Survey Response Rate
- Diversity of audience representation
- Demographics
 - Gender
 - Age
 - Ethnicity

Webinar Evaluation

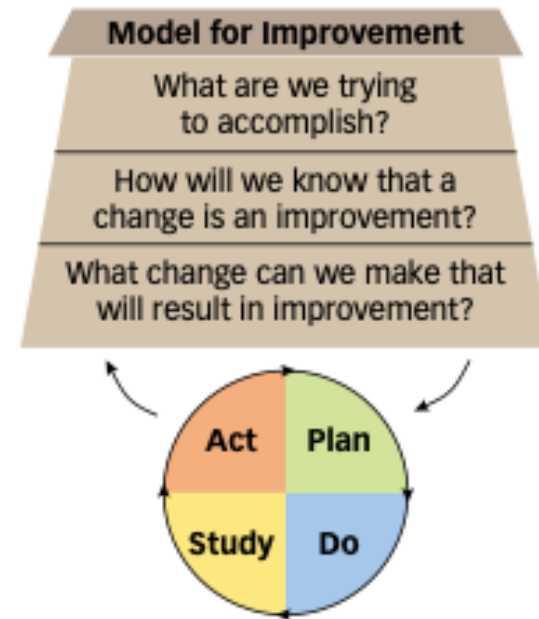
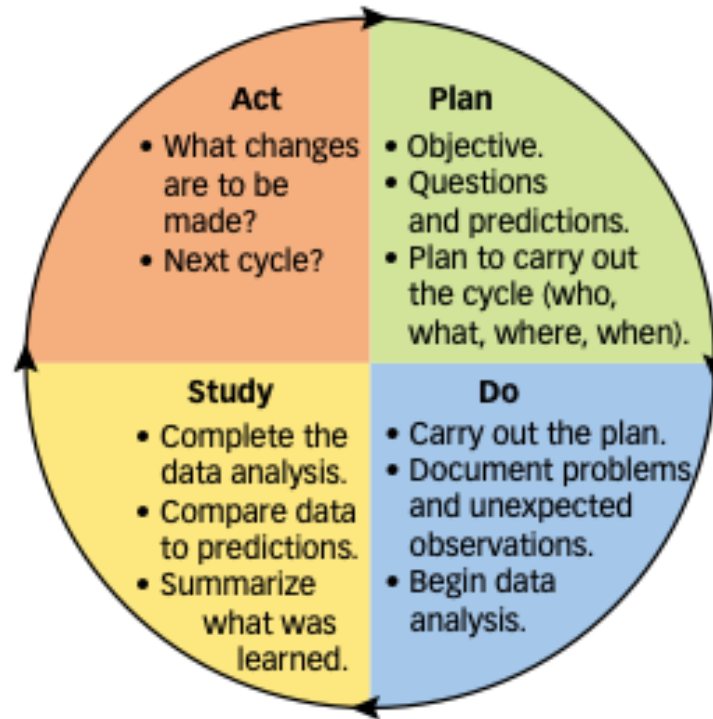
- **IMPACT**

- Success
 - Satisfaction rates
 - Presenter Knowledge
 - Met Expectations
- Utility

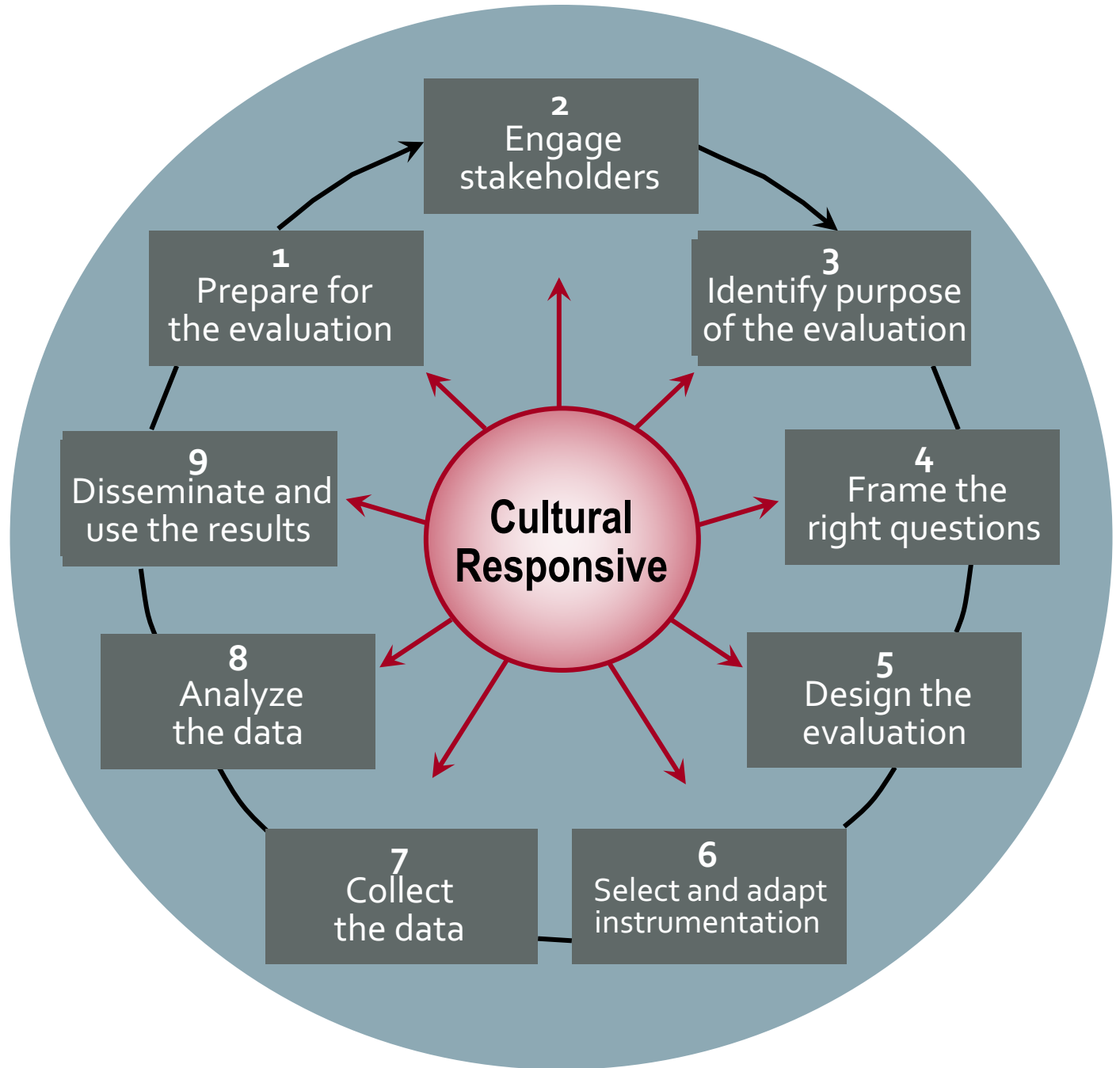
CDC
Evaluation
Framework



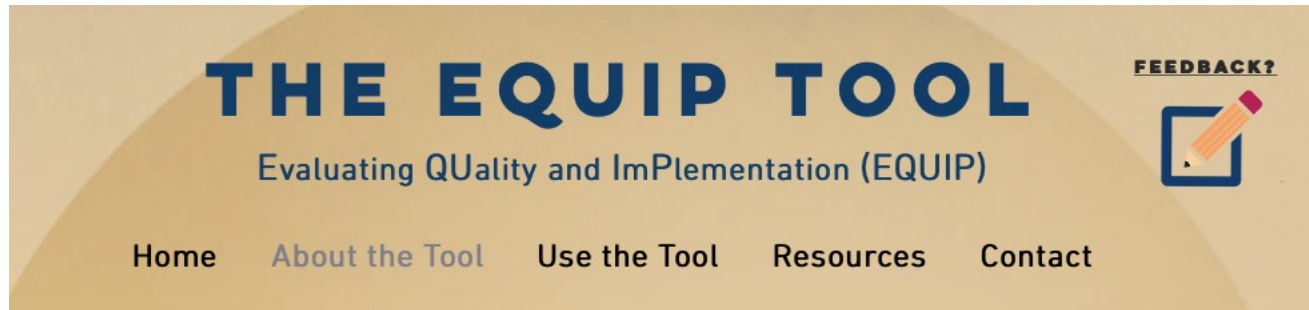
Plan, Do, Study, Act (PDSA)



Culturally Responsive Evaluation (CRE) Framework



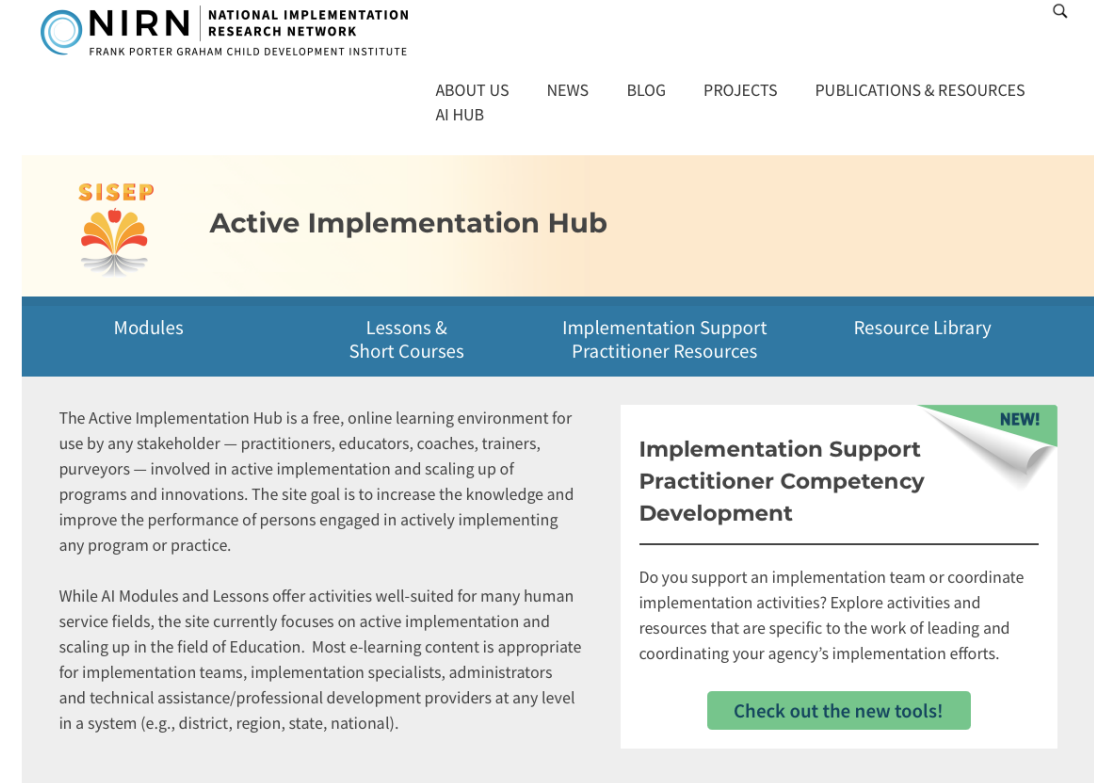
Other tools to guide evaluations



THE EQUIP TOOL
Evaluating QUality and ImPlementation (EQUIP)

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The Active Implementation Hub is a free, online learning environment for use by any stakeholder — practitioners, educators, coaches, trainers, purveyors — involved in active implementation and scaling up of programs and innovations. The site goal is to increase the knowledge and improve the performance of persons engaged in actively implementing any program or practice.

While AI Modules and Lessons offer activities well-suited for many human service fields, the site currently focuses on active implementation and scaling up in the field of Education. Most e-learning content is appropriate for implementation teams, implementation specialists, administrators and technical assistance/professional development providers at any level in a system (e.g., district, region, state, national).

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Implementation Support Practitioner Competency Development

Do you support an implementation team or coordinate implementation activities? Explore activities and resources that are specific to the work of leading and coordinating your agency's implementation efforts.

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Select

Combine

Adapt

Use

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10 PROVEN STEPS TO BETTER PROGRAMS
(and outcomes funders expect)

Section

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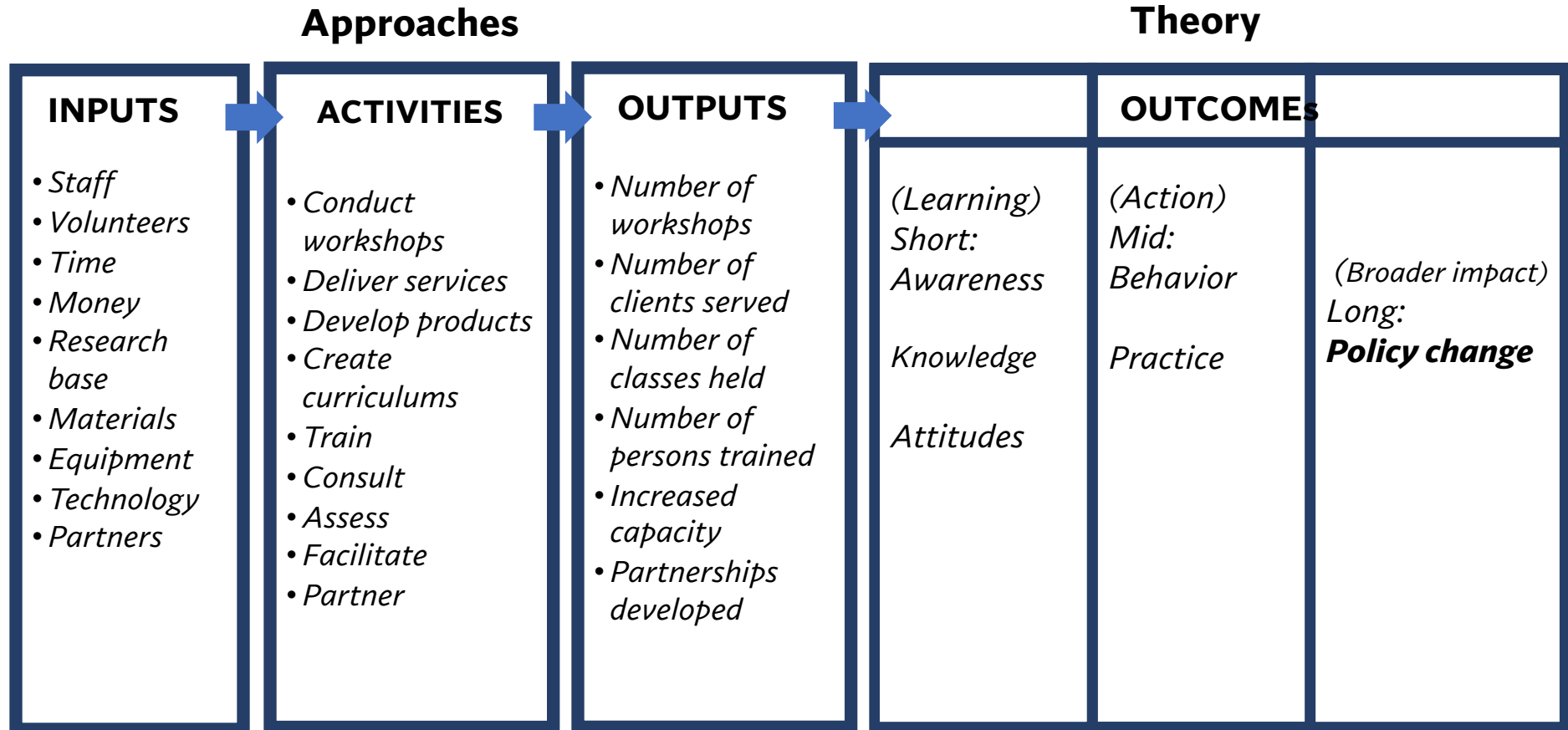


Discussion: Which TMFA aligns best with your project needs and goals? Why?

Piecing TMFAs with your logic model



TMFAs can guide your logic model...



COVID-19 and Health Equity

