Selecting and Implementing Evidence Based Practices: Challenges and Considerations

Cambria Walsh
California Evidence Based Clearinghouse
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National Center on Substance Abuse and Child Welfare
Bringing Systems Together for Family Recovery, Safety, and Stability

25371 Commercentre Drive, Suite 140
Lake Forest, CA 92630
714-505-3525
ncsacw@cffutures.org
www.ncsacw.samhsa.gov

NCSACW
National Center on Substance Abuse and Child Welfare

A Program of the

Substance Abuse and Mental Health Services Administration
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and the
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Substance Abuse and Mental Health Services Administration
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Agenda

- Overview of the Selecting and Implementing Evidence-Based Practices Resource
- Implementation in Real Life
  - External Compatibility
  - Match of Skill Set
  - Training/Support
  - Financial Considerations/Relative Advantage
- Supporting Fidelity and Sustainability
  - Fidelity Monitoring
  - Sustainability Planning

Our Speaker

This webinar features Cambria Walsh, LCSW. Ms. Walsh has worked for Chadwick Center for Children and Families since 2001. She is currently the Project Manager of the California Evidence-Based Clearinghouse for Child Welfare (CEBC), overseeing the day to day operations of the project.

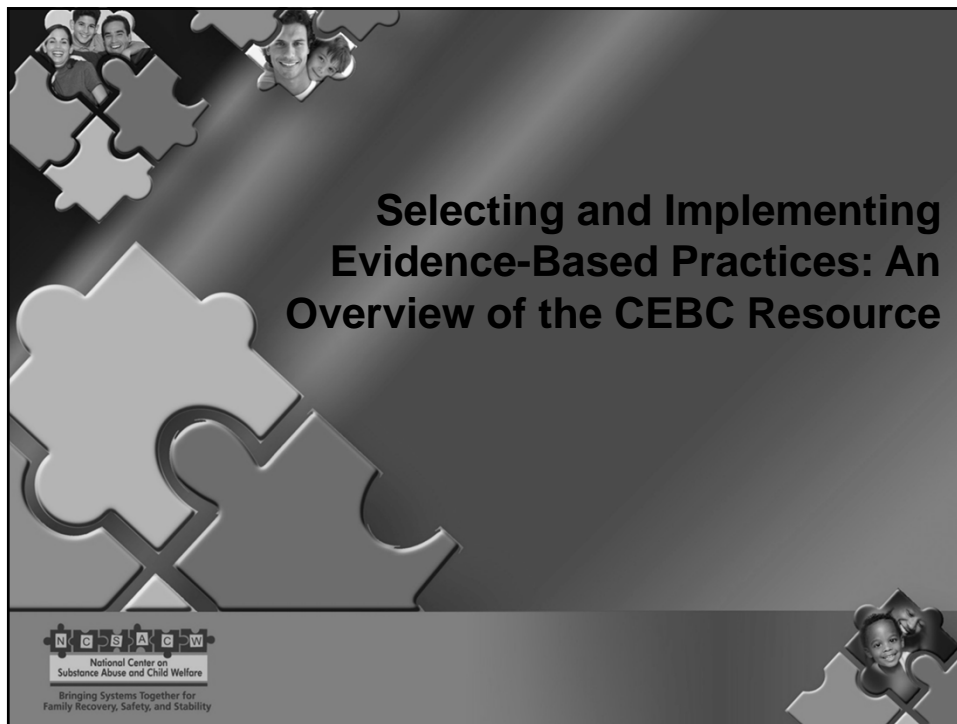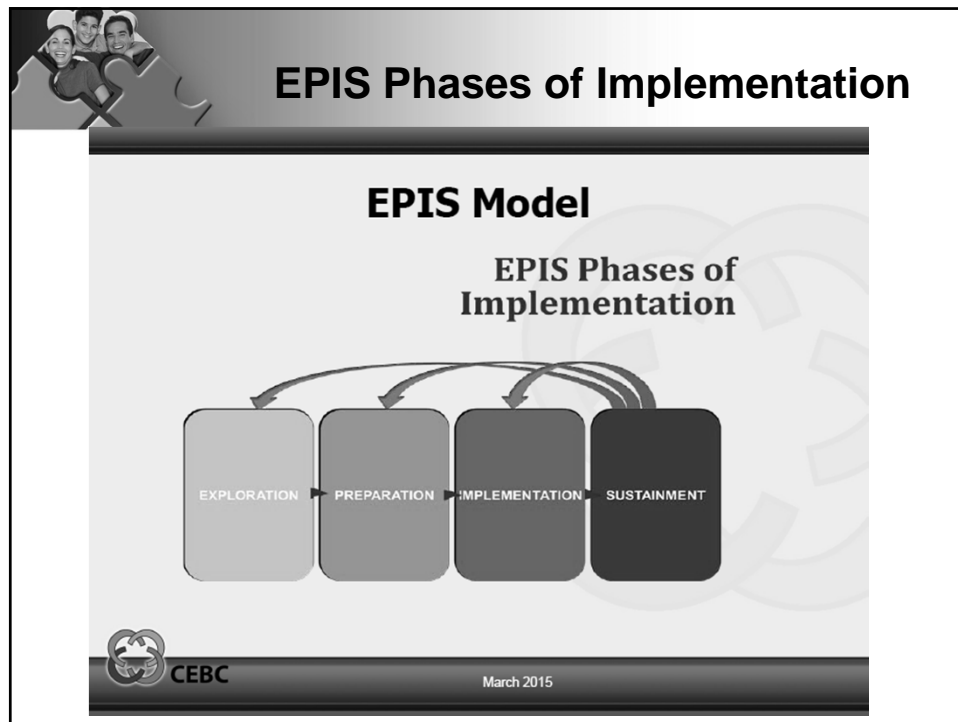**Selecting and Implementing Evidence-Based Practices: An Overview of the CEBC Resource**

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Selection and Implementing Programs

CEBC Selecting and Implementing Programs Section

Goal:

- To provide guidance and resources about the implementation of Evidence-Based Practices (EBPs).

Information is arranged in 3 subsections:

- Tools and Resources
- Guide to Selecting and Implementing EBPS
- Implementation Examples

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EPIS Phases of Implementation

EPIS Model

EPIS Phases of Implementation

EXPLORATION ▸ PREPARATION ▸ IMPLEMENTATION ▸ SUSTAINMENT

CEBC

March 2015

Key Steps in Exploration

Key Steps in Exploration

- Form an Implementation Team
- Identify the problem
- Narrow the focus
- Conduct a needs assessment
- Identify potential solutions
- Determine program fit
- Create a written summary

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Implementation in Real Life

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CEBC Selection Guide for EBPs in Child Welfare

The California Evidence-Based
Clearinghouse for Child Welfare
CEBC

CEBC Selection Guide for EBPs in Child Welfare

CEBC Selection Guide for EBPs in Child Welfare is available in Appendix E7. Appendix E8 is a worksheet to accompany the document.

The California Evidence-Based Clearinghouse for Child Welfare (CEBC) was designed to provide clear and concise information about practices that are commonly used in child welfare. Each practice is rated for both the level of scientific evidence as well as its relevance to child welfare. Selecting a practice that is a good fit with one's organization goes beyond choosing a practice that is scientifically rated a "1" on the website. This guide is designed to assist child welfare professionals in selecting which practices to implement in their agency.

The information in this guide is based on the work of Trisha Greenhalgh and her colleagues, who conducted a systematic literature review that addressed the question: "How can we spread and sustain innovations in health service delivery and organization?" Using the key findings of this review, we have designed a guide to help make critical decisions about selecting a practice for implementation.

Please note that there is an Implementation Information section in the CEBC Program Description for each program that is rated a 1, 2, or 3 on the CEBC Scientific Rating Scale. The section includes information on Pre-Implementation Materials, Formal Support for Implementation, Fidelity

http://www.cebc4cw.org/files/CEBCSelectionGuideEBPSChildWelfare-onlinelinked-E7.pdf.

Domains to Consider in the EBP Selection Process

- Ease of Use
- **External Compatibility**
- **Financial Considerations/ Relative Advantage**
- Internal Compatibility
- Knowledge Requirements

- **Match of Skill Set**
- Observability of Benefits
- Reinvention/ Adaptability
- Risk
- **Training/Support**
- Trialability

External Compatibility: Real World Challenge #1

Is the intervention aligned with the target population?

- Intensive parent-child clinical interventions with children in out of home care
- Difficulty engaging foster parents to transport children in out of home care
- Interventions ranging 12-20 weekly session and require a longer term commitment from all involved

Addressing External Compatibility

Key Questions:

- How compatible is the practice with the beliefs and values of the local community and clients?
- Is the practice compatible with the referral sources currently in place in the community – will they feel comfortable referring clients to it?

Course Correction

Question:

One of our biggest challenges is keeping people involved in the EBP.

What are some strategies for keeping people involved?

How about for following up with clients who may have stopped participating?

External Compatibility

Real World Example - Success

- A community has been struggling with finding services that will engage parents in treatment for their substance abuse issues. After holding a stakeholders meeting and discussing possible treatment programs, it is agreed that adding Motivational Interviewing (MI) into the existing substance abuse programs would help to increase parents' engagement in substance abuse services.

Financial Considerations and Relative Advantage: Real World Challenge #2

Financial Concerns

- Staff training costs for the EBP were much higher than expected due to staff turnover
- More staff was needed to address logistics for the implementation of the EBP

Addressing Financial Considerations/ Relative Advantage

Key Questions

- What financial resources to fund the practice exist, both in the short and long term?
- What is the cost for initial and ongoing training and consultation?
- Does the practice have a clear advantage for the organization, in terms of efficiency or cost efficiency, compared to what is currently being done?

Reference: Greenhalgh, T., Robert, G., Macfarlane, F., Bate, P., & Kyriakidou, O. (2004). Diffusion of innovations in service organizations: Systemic review and recommendations. The Millbank Quarterly, 82(4), 581- 629.

Financial Considerations/ Relative Advantage

Real World Example - Success

- After implementing Trauma-Focused Cognitive-Behavioral Therapy (TF-CBT), a short-term therapeutic intervention, the organization was able to better serve its clients by decreasing the time clients waited to receive services.

Match of Skill Set:
Real World Example #3

Challenges finding Qualified Staff

- An EBP requires mental health practitioners eligible for licensure in the state
- Positions remain open for months due to requirements for the staff position

Addressing Match of Skill Set

Key Questions

- What education level or pre-existing skill set is required for staff?
- How does this fit with the existing workforce in the community?
- Are staff with the appropriate skill set/education level available to recruit?

Match of Skill Set

Real World Example - Success
- An agency's existing workforce is composed primarily of social workers. The agency is interested in implementing a home visiting program. Despite the high level of research evidence for the Nurse Family Partnership (NFP) program, a decision is made to not select NFP since a nursing degree is a minimum qualification for providers. This would not be a good match of skill set.

Training and Support: Real World Example #4

How much training do we need?
- Grantees proposed an EBP that has a long and unexpected wait list for training
- EBP requires on-going training and support for up to 1 year
- Grantee is unclear about available training support in case of staff turnover

Addressing Training/Support

Key Questions

- How much training and consultation is required before the program can be delivered?
- How will current staff be trained (e.g., impact on caseloads, time off for training, etc.)?
- Is the training for the practice currently available, or if there is a waitlist, will it be available in the timeframe necessary for it to be implemented?
- Does ongoing consultation get transferred from the trainers to the agency level to continue support once the initial training is finished, or will there be a need to contract for ongoing training?
- What is the process for new staff to get trained when turnover occurs?

Training/Support
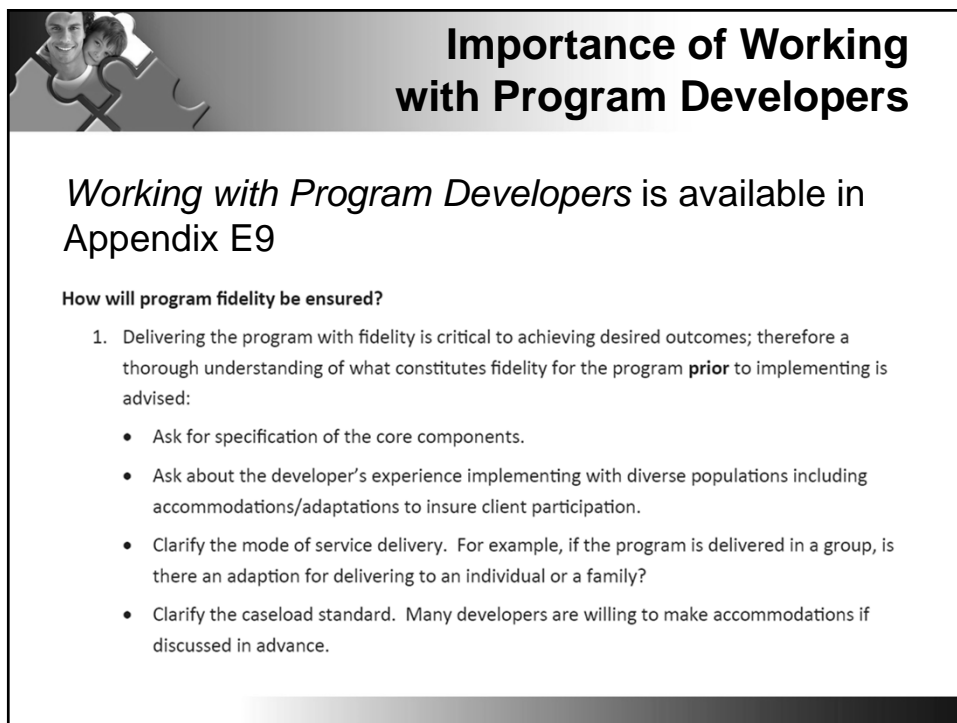
Real World Example - Success

- A small agency in a rural area reviews the training costs and availability and uses this information to select a practice where training is provided on-site. It is determined that this is more efficient than sending their workers to training off-site. This on-site trainer will also provide phone consultation as a follow-up to the training, which will allow staff to get further support.

Supporting Fidelity and Sustainability

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Importance of Working with Program Developers

Working with Program Developers is available in Appendix E9

How will program fidelity be ensured?

1. Delivering the program with fidelity is critical to achieving desired outcomes; therefore a thorough understanding of what constitutes fidelity for the program **prior** to implementing is advised:

   - Ask for specification of the core components.

   - Ask about the developer's experience implementing with diverse populations including accommodations/adaptations to insure client participation.

   - Clarify the mode of service delivery. For example, if the program is delivered in a group, is there an adaption for delivering to an individual or a family?

   - Clarify the caseload standard. Many developers are willing to make accommodations if discussed in advance.

Fidelity Monitoring

How will program fidelity be ensured?

Delivering the program with fidelity is critical to achieving desired outcomes; therefore a thorough understanding of what constitutes fidelity for the program prior to implementing is advised.

Fidelity Monitoring

- Ask for specification of the core components.
- Ask about the developer's experience implementing with diverse populations including accommodations/ adaptations to insure client participation.
- Clarify the mode of service delivery. For example, if the program is delivered in a group, is there an adaption for delivering to an individual or a family?
- Clarify the caseload standard. Many developers are willing to make accommodations if discussed in advance.
- Ask for specification regarding fidelity criteria including review of any tools used to measure fidelity.

Fidelity Question?

Question:

How do you continue to monitor fidelity through different stages of implementation?

We have support for this right now but what about the long-term?

Sustainability – Planning for Sustainment

1. Engage in a candid discussion regarding proprietary issues. Many EBPs are "owned" by the developer and cannot be used unless there is an ongoing relationship with the developer. There may be additional costs to maintaining the program including access to resources, ongoing training, participating in evaluation and/or data submission.

2. Ask about train-the-trainer options or other strategies that may help sustain the program in the organization. Be clear about costs and criteria.

3. Discuss how future staff can get training and if there is availability of booster training or support beyond the initial implementation period.

Questions and Discussion

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CEBC Resource

Access the Selecting and Implementing Evidence-Based Practices resource at

http://www.cebc4cw.org/files/ImplementationGuide-Apr2015-onlinelinked.pdf

California Evidence Based Clearinghouse Contact Information

For More Information about the CEBC

Sign up for Email Alerts of new programs and content: www.cebc4cw.org/email-alerts

Contact the CEBC directly for questions and assistance

info@cebc4cw.org

Contact Information

National Center for Substance Abuse and Child Welfare (NCSACW)

http://www.ncsacw.samhsa.gov/

For questions specific to this webinar please contact:
Marianna Corona
Research Associate
Children and Family Futures
mcorona@cffutures.org

RESOURCES and
MATERIALS FROM THIS WEBINAR
will be available at:

http://www.cffutures.org/

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