Innovative Ways in Which We Can Collectively Bridge Science and Practice and Have Meaningful impact in Communities Across the Country

Abraham Wandersman
University of South Carolina & Wandersman Center
wandersman@sc.edu

&
General Barrye Price
CADCA
bprice@cadca.org

Overview

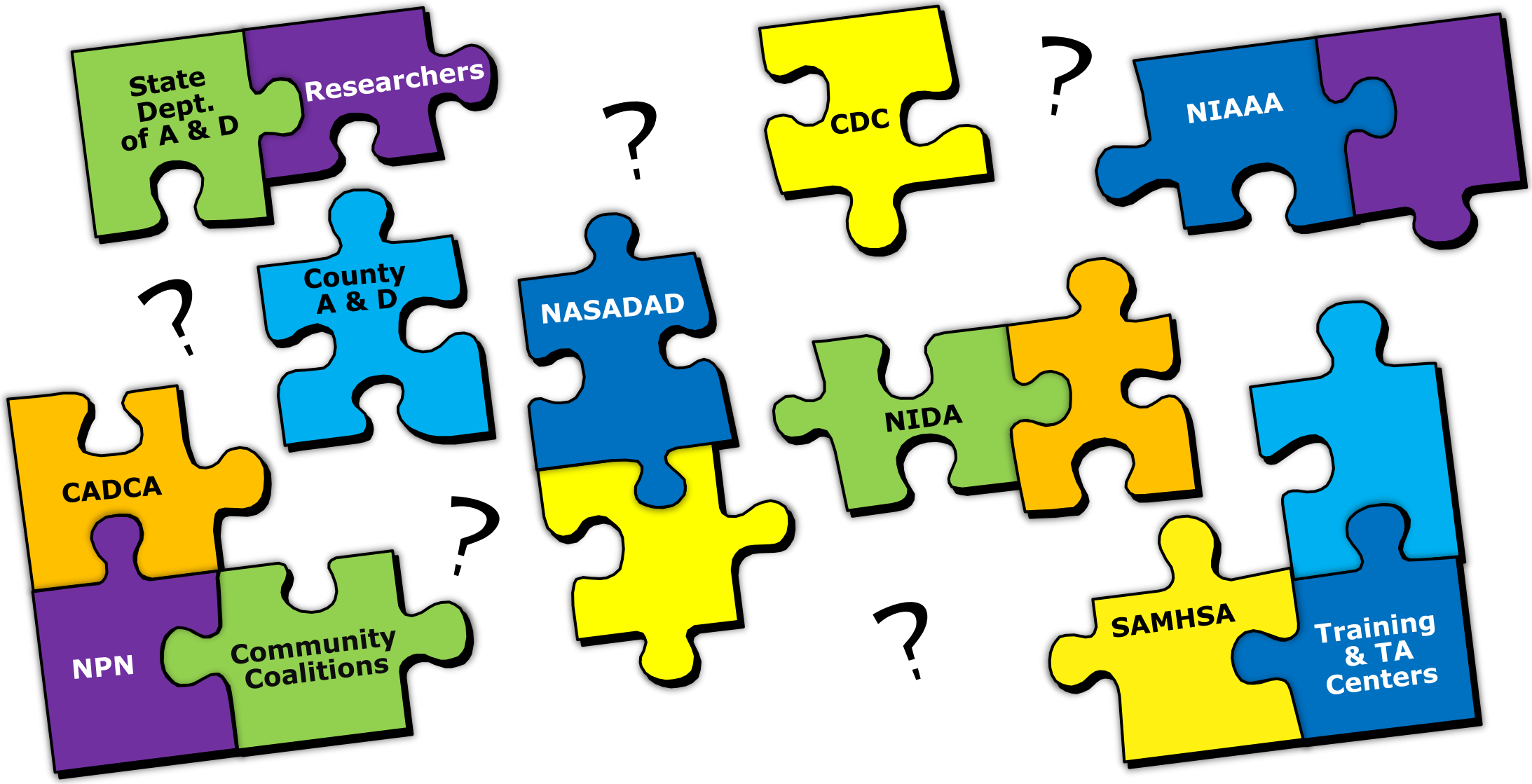
We Have “Piecemeal Systems” of Prevention and Treatment: What Can Be Done to:

1) Bring the Pieces Together into a Comprehensive Picture,

2) Promote EFFECTIVE Support to Providers

Stimulus Ideas for Developing Comprehensive Infrastructure to Support Evidence-Based Practice, Implementation, and Sustainability: Preparing Guidance for Providers, Intermediaries, Policymakers, and Funders

1. Putting the Puzzle Pieces Together


State Dept. of A & D
Researchers
?
CDC
?
NIAAA
County A & D
?
NASADAD
NIDA
CADCA
?
?
NPN
Community Coalitions
SAMHSA
Training & TA Centers

ONDCP can support evidence-based prevention and treatment by putting the "jigsaw puzzle" of pieces of wisdom and evidence together so that it can really be used for quality implementation and outcomes.

- Many jigsaw puzzle pieces (e.g., different organizations (federal, state, and county agencies; community coalitions; law enforcement; schools; researchers; training and TA centers; lots of empirical evidence and more coming in every day) spread out on a table—some in clusters but not connected into an overall picture (system).

- The basic question is how does this all fit together so that communities can improve their outcomes? **Does it all fit together?** Or are there missing key pieces that the key stakeholders can identify?

Putting together the jigsaw puzzle (and the puzzles are different for different issues like

- Opioid Overdose
- Fentanyl
- Stimulants
- Vaping
- Alcohol Abuse

Picture Yourself as

- ONDCP
- a Director of a State Alcohol and Drug AgencyPublic Health Preparedness in a state health department
- a Community Based Organization working with a primarily Hispanic population;
- a Community Coalition
- a Training and TA center
- a Researcher

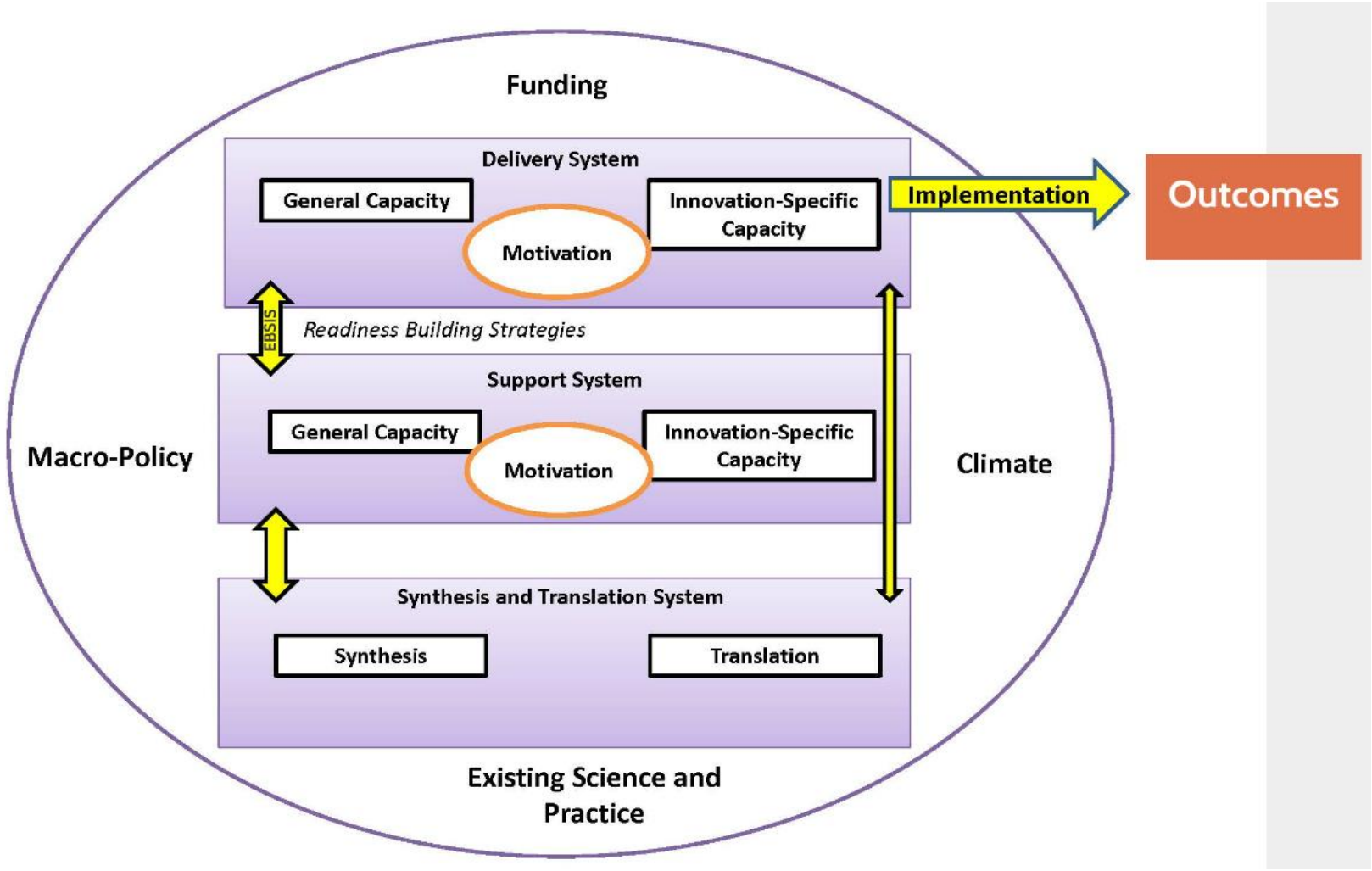
How do you process the wealth of ideas (e.g., evidence-based practices, practice-based evidence) presented in the workshops, articles, meetings with concerned community members?

What is the path forward to actual implementation?

Research→Practice Models are Necessary But Not Sufficient

We need to integrate Research→Practice Models with models that are Community-Centered/Practice Centered as a way of putting the puzzle pieces together

Interactive Systems Framework for Dissemination & Implementation



READINESS IS…

Readiness

=

Motivation

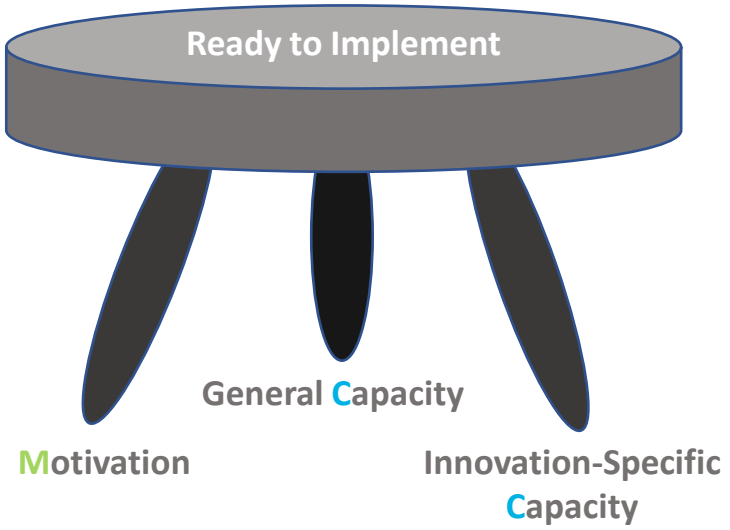
X

Capacity (Innovation-Specific)

X

Capacity (General)

$$R = MC^2$$



Motivation

- Relative Advantage
- Compatibility/ Alignment
- Simplicity
- Observability
- Ability to Pilot
- Priority

Innovation-Specific Capacity

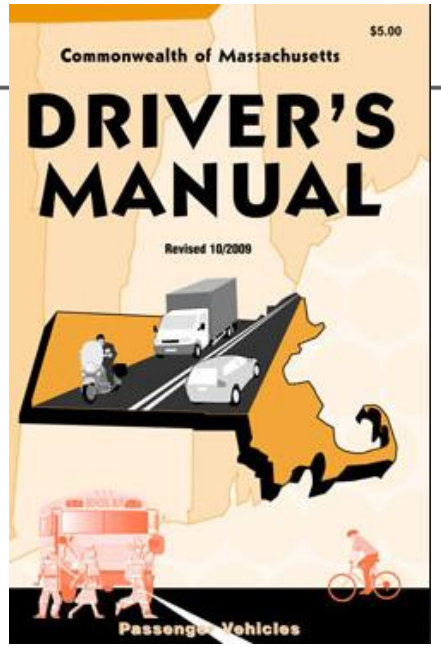
- Innovation-Specific Knowledge and Skills
- Program Champion
- Supportive Climate
- Inter-organizational Relationships
- Intra-organizational relationships

General Capacity

- Culture
- Climate
- Innovativeness
- Structure/Internal Operations
- Leadership
- Resource Utilization
- Staff Capacity

2.
If it is important to be evidence-based in our interventions, isn't it also important to be evidence-based in how we provide support via tools, training, technical assistance, and quality assurance/quality improvement

1. Tools



2. Training

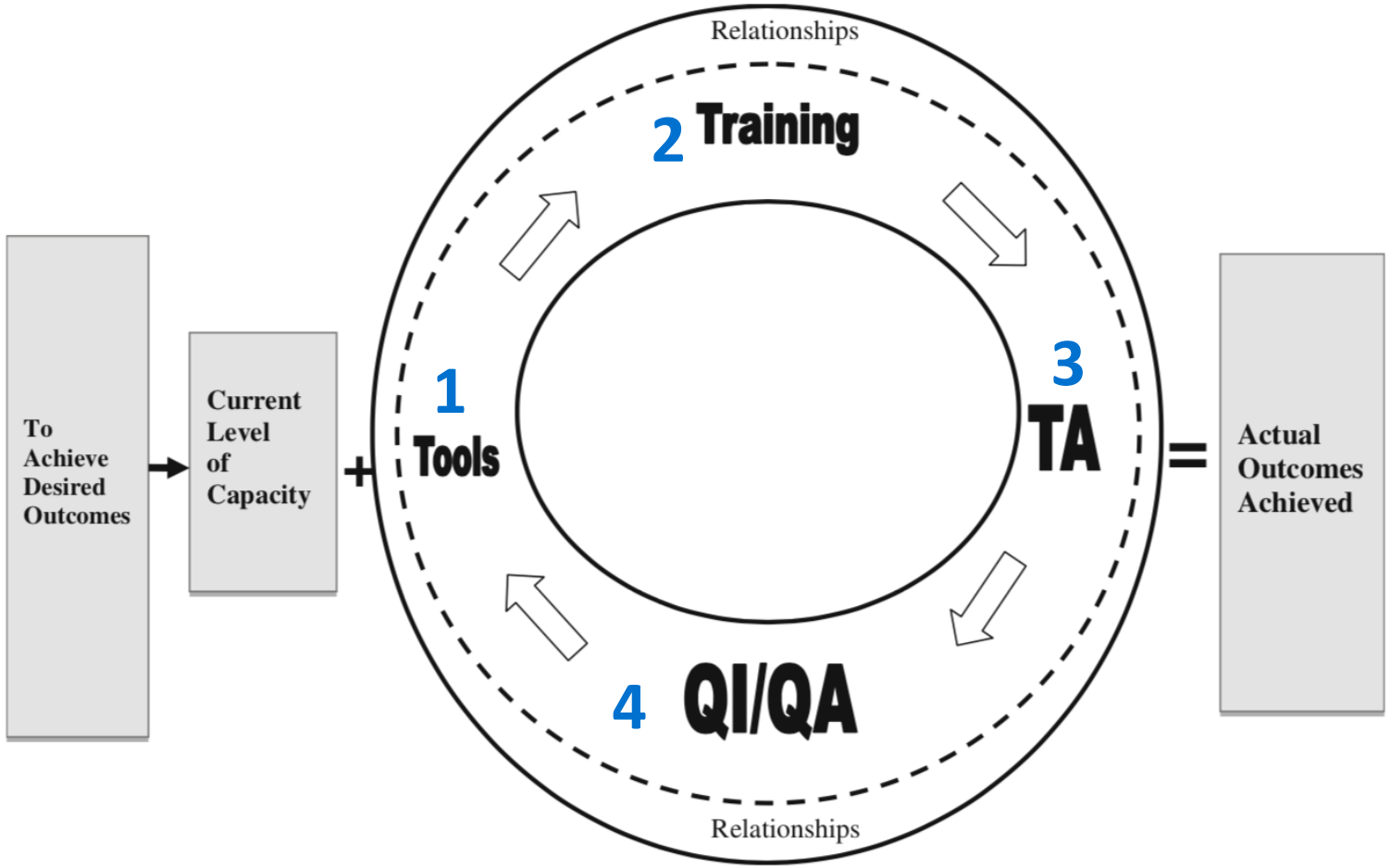
4. Quality Assurance/ Quality Improvement

3. Technical Assistance

Support

EBSIS: **E**vidence-**B**ased **S**ystem for **I**nnovation **S**upport

1. MI & CBT Manual
2. MI & CBT Training Sessions & Follow-Up Coaching Calls
3. TA on Readiness with Leadership to Integrate MI & CBT into Big 6
4. Continuous Feedback System and Evaluation Plan



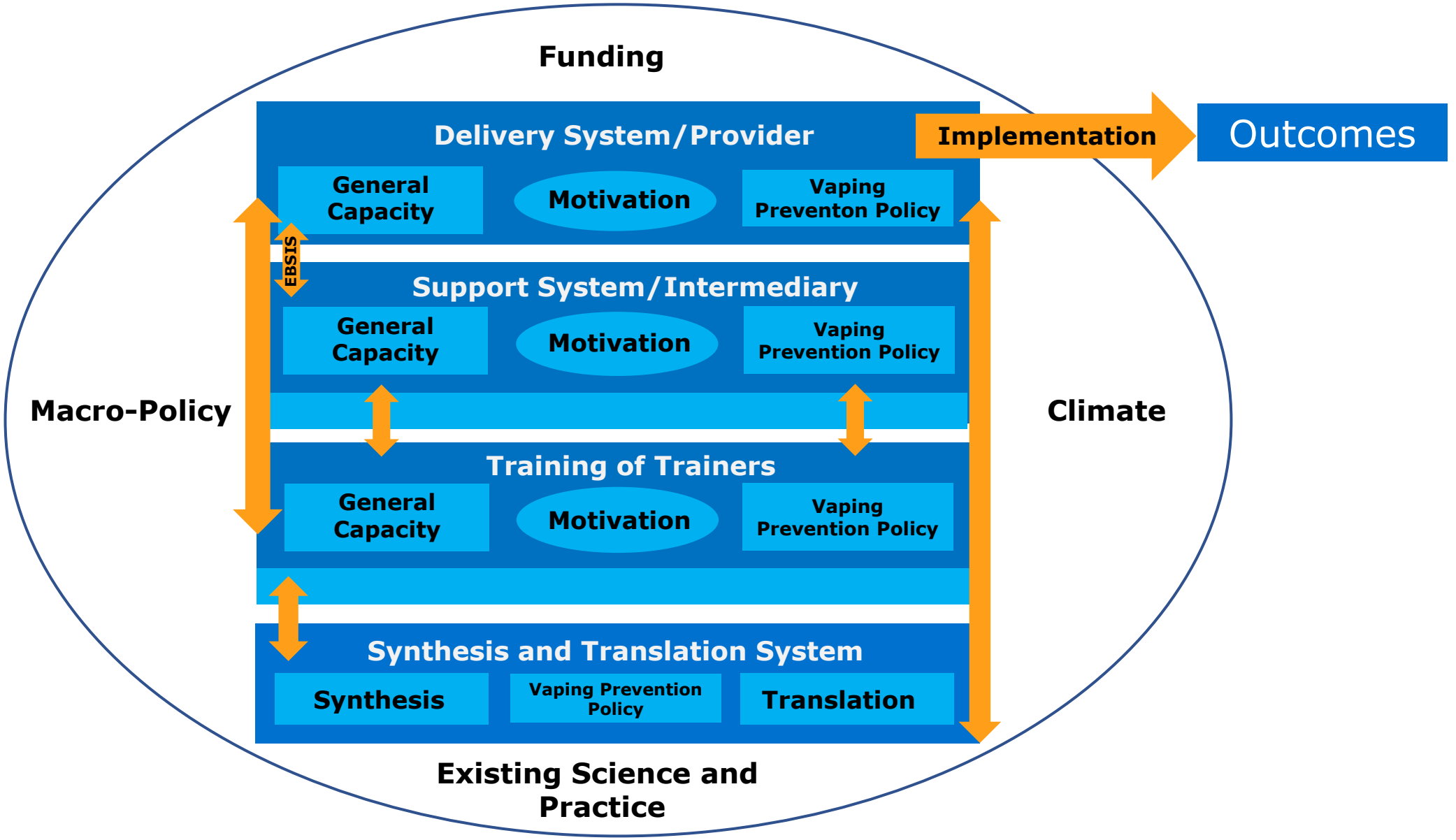
A Scoping Review of the Evaluation and Effectiveness of Technical Assistance

- 2668 abstracts screened
- 125 studies analyzed

Table 5 Summary of recommendations to advance the evaluation and effectiveness of TA

Main Insight		Recommendation
1.	**Need for a Standard Definition of TA**	Use a consensus method (e.g., Delphi Technique) which includes a panel of expert TA practitioners, researchers, and recipients to develop a standard definition of TA. Consider the following defining features of TA when establishing a standard definition: • Aim is to increase capacity • Services target the systems-level (organization, community) • Supports are targeted and tailored • Supports are provided by a subject matter expert or specialist
2.	**Need for More Robust and Rigorous Evaluation Research Designs**	▪ Use more robust evaluation research designs (e.g., experimental designs) to identify causal links between TA implementation and outcomes. ▪ Increase use of longitudinal study designs to understand the sustainability of TA. Include control and matching techniques to compare outcomes over time. ▪ Consider approaches rooted in design research (formative experiments occurring in real-world settings) to examine downstream effects of TA.
3.	**Need for More Reliable Measures and Objective Measures of TA Processes and Outcomes**	▪ Use self-report measures to assess TA recipient attitudes and beliefs, particularly regarding TA satisfaction, self-efficacy, and commitment to change. ▪ Prioritize the use of objective data to measure outcomes about knowledge, skills, behavior change, and system-level changes. ▪ When feasible, use a mixed-methods approach to capture subjective and objective data to enable data triangulation. ▪ Develop and use psychometrically sound instruments to assess TA.
4.	**Need for Reporting Standards**	▪ Use a TA logic model to guide the systematic documentation of TA inputs, processes, outputs, and outcomes. ▪ Develop reporting standards for TA evaluation research studies. Consider the following items for a reporting checklist: • Provide an explicit conceptual and operational definition for TA. Upon availability, utilize a standard TA definition. • State the specific aim(s) and targeted direct and indirect outcomes for utilizing TA (e.g., to implement an evidence-based practice/intervention, coalition building, workforce development). • Provide detailed descriptions of TA activities (e.g., coaching, training, tools, combination), including data relating to core mechanics of TA (e.g., modality, reach, duration of engagement, directionality, frequency of contact). Additionally, describe the methods of measuring TA activities (e.g., measurement tools, procedures). • Where possible, report: i) the effect of specific TA activities to disaggregate attributions, in addition to the total effect, ii) both direct and indirect outcomes of TA, and iii) longitudinal outcomes.

The Interactive Systems Framework



Discussion Questions

We Have “Piecemeal Systems” of Prevention and Treatment: What Can Be Done to:

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Resources

- Wandersman, A., Duffy, J., Flaspohler, P., Noonan, R., Lubell, K., Stillman, L., et al. (2008). Bridging the gap between prevention research and practice: The Interactive Systems Framework for Dissemination and Implementation. *American Journal of Community Psychology, 41*, 171-181.

- Domlyn, A. M., Scott, V., Livet, M., Lamont, A., Watson, A., Kenworthy, T., Talford, M., Yannayon, M. E., & Wandersman, A. (2021). R=MC^2 Readiness Building Process: A practical approach to support implementation in local, state, and national settings. *Journal of Community Psychology.*

- My colleagues and I have asked this question for over 20 years. Ten years ago, Victoria Chien Scott and Jason Katz and I published an article called **Toward an Evidence-Based System for Innovation Support for Implementing Innovations with Quality: Tools, Training, Technical Assistance, and Quality Assurance/Quality Improvement** *in the American Journal of Community Psychology* [available at the following link: www.wandersmancenter.org/ uploads/1/2/8/5/128593635/ebsis_published.pdf]**.** We discussed the importance of developing evidence-based approaches to the four major types of support (tools including websites, training, TA, and QA/QI).

- Since that time, we have worked on furthering the science and practice of support with a focus on TA. One of our major activities has been to systematically review the literature on TA and point to major implications for the science and practice of TA. In 2016, Jason Katz and I published **Technical Assistance to Enhance Prevention Capacity: A Research Synthesis of the Evidence Base** in *Prevention Science* [available at the following link: www.wandersmancenter.org/uploads/1/2/8/5/128593635/katz-wandersman2016_article_technicalassistancetoenhancepr.pdf].

- Now, in 2022, Victoria Scott, Zara Jillani, Adele Malpert, Jennifer Kolodny-Goetz, and I have published **A Scoping Review of the Evaluation and Effectiveness of Technical Assistance** in *Implementation Science Communications* [available at the following link: https://www.wandersmancenter.org/uploads/1/2/8/5/ 128593635/scoping_review_published_june_2022.pdf]. This new systematic scoping review of two decades of the scientific literature plainly reveals the state of the science of technical assistance and has many implications for improving both the science and practice of TA, particularly in the context of evaluating TA.

If we want to help improve the world of intervention supports, then funders, researchers/evaluators, support personnel such as TA providers, and other key stakeholders must help grow and use the evidence of effective support.

GTO Palette


#1
Needs/
Resources
#2
Goals &
Objectives
#3
Best
Practices
#4
Fit
#5
Capacities &
Readiness
RESULTS
#10
Sustain
#6
Plan
#9
Improve /
CQI
#8
Outcome
Evaluation
#7
Implementation/
Process
Evaluation

Getting To Outcomes (GTO) Accountability Questions and Supporting Literature Base

Accountability Questions	Relevant Literatures
1. What are the underlying needs and conditions that must be addressed? (NEEDS/RESOURCES)	1. Needs/Resource Assessment
2. What are the goals, target population, and objectives? (i.e., desired outcomes)? (GOALS)	2. Goal Setting
3. What science (evidence) based models and best practice can be used in reaching the goals (BEST PRACTICE)?	3. Consult Literature on Science Based and Best Practice Programs
4. What actions need to be taken so the selected practices "fits" the community context? (FIT)	4. Feedback on Comprehensiveness and Fit of Program
5. What organizational capacities are needed to implement the practices? (CAPACITIES)	5. Assessment of Organizational Capacities
6. What is the plan ? (PLAN)	6. Planning
7. Is the practice being implemented with quality (IMPLEMENTATION/PROCESS) EVALUATION)	7. Process evaluation
8. How well is the practice working? (OUTCOME EVALUATION)	8. Outcome and Impact Evaluation
9. How will continuous quality improvement strategies be included? (CQI)	9. Total Quality Management; Continuous Quality Improvement
10. If the practice is successful, how will it be sustained? (SUSTAIN)	10. Sustainability and Institutionalization

GTO-TA Accountability Questions

Step	Accountability Questions	
1	What recipient assets can be applied to the initiative? What needs, general capacities, and innovation-specific capacities should TA help the recipient to build?	TA Needs
2	What specific outcomes should the TA be designed to achieve, based on #1?	TA Goals
3	What best TA practices can be used to reach the TA outcomes?	Best TA Practices
4	Do the best TA practices appropriately match the recipient's circumstances?	Fit
5	Are there sufficient capacities (e.g., time, technology, manpower, partners, funds) to put the best TA practices into action?	Capacities
6	What is the plan for implementing the selected TA practices?	TA Plan
7	To what extent is the TA plan being implemented with quality?	Implementation/ Process Evaluation
8	Have the desired TA outcomes been accomplished?	Outcome Evaluation
9	What continuous quality improvement strategies are being used to improve TA over time?	Improve/CQI
10	When TA outcomes are accomplished, how can they be sustained over time?	Sustain