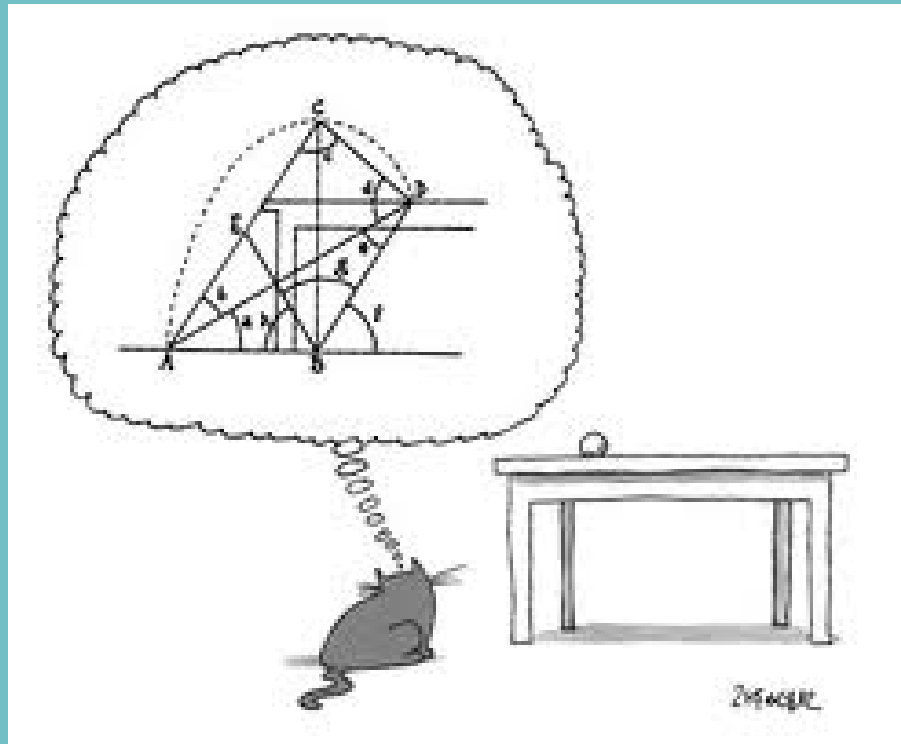


IMPLEMENTATION FRAMEWORKS & TRANSLATIONAL TOOLS



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Epi 245
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Theory

“theory without empirical
research is empty; empirical
research without theory is blind”

- Immanuel Kant



Choosing a Framework

➤ Intervention *development and testing*

- understand problem
- understand context of problem
- select intervention tools
- test intervention



PRECEDE-PROCEED

➤ Intervention *implementation and dissemination*

- Place existing evidence-based intervention in new setting(s)
- focus on context, process, fit between intervention and setting

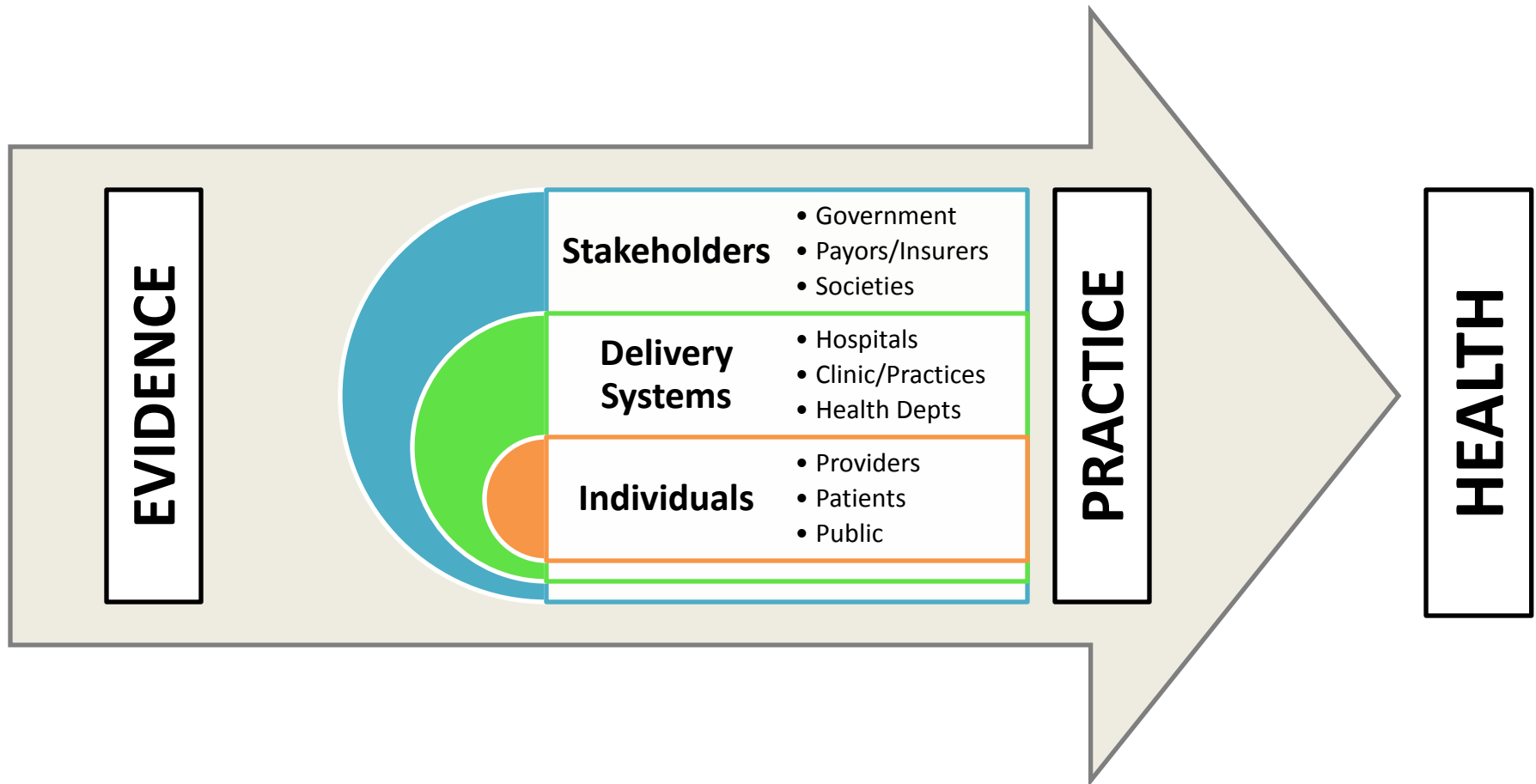


CFIR

Translational Tool Selection

- #1: Behavior Change Target
- #2: PRECEDE Category Type
- #3: Platform

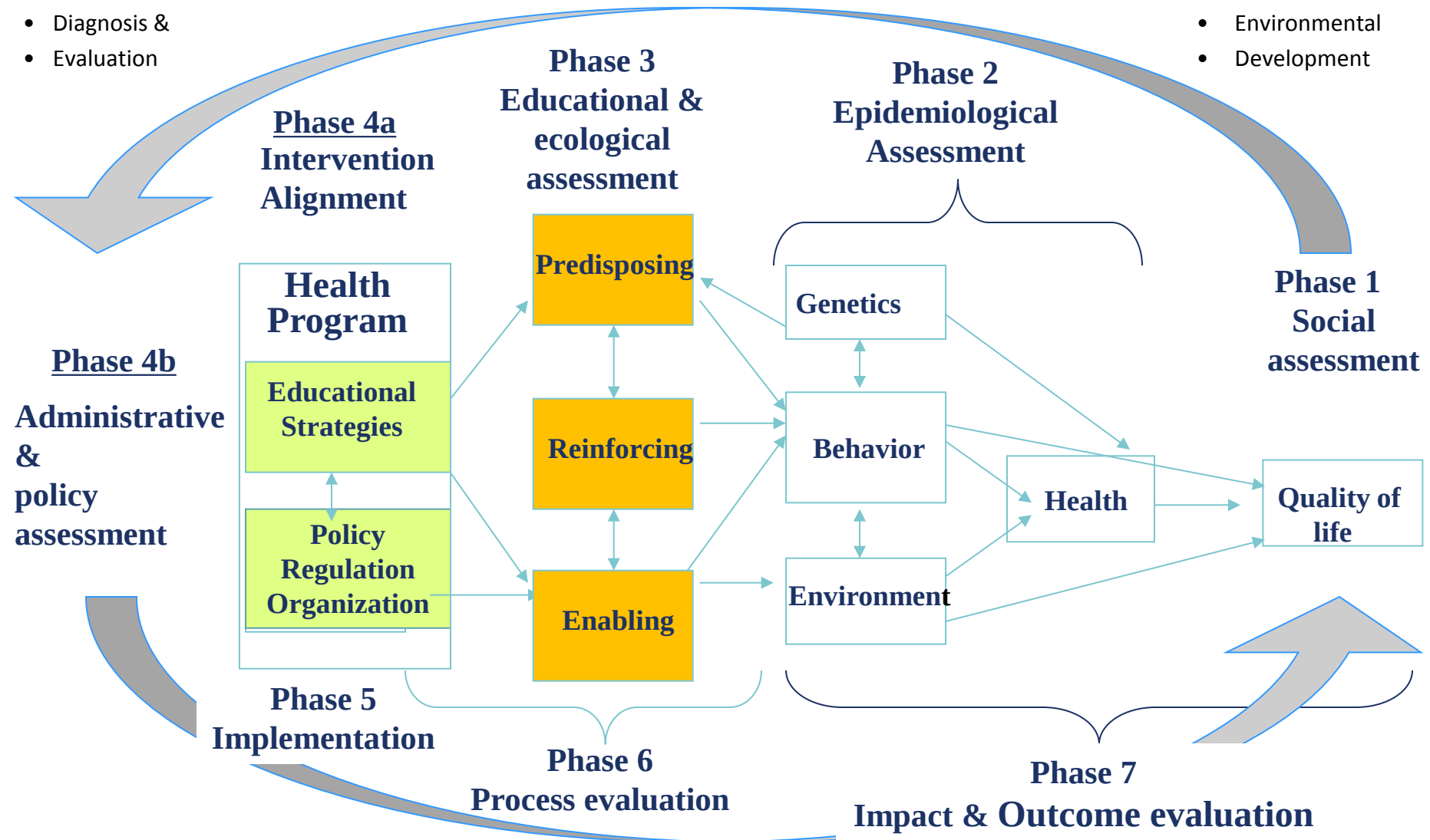
Tool Dimension #1: Target



- Predisposing,
- Reinforcing, &
- Enabling
- Constructs in
- Educational/Ecological
- Diagnosis &
- Evaluation

PRECEDE-PROCEED

- Policy,
- Regulatory &
- Organizational
- Constructs in
- Educational &
- Environmental
- Development



Tool Dimension #2: PRECEDE

- Predisposing Factors
 - *Rx=Why you should change*
 - Examples: Awareness; Education; Guidelines
- Enabling Factors
 - *Rx=Make it easy to do it*
 - Examples: Skills; Decision Support; Authorization; Registries; Reminders
- Reinforcing Factors
 - *Rx=Align rewards/penalties*
 - Examples: Incentives; Feedback; Opinion Leaders; Social Marketing; Laws/Regulations

ENVIRONMENT

PREDISPOSING

ENABLING

REINFORCING

Pre- Contemplation

Contemplation

Preparation

Behavioral
Intention

Action

Maintenance

Beliefs

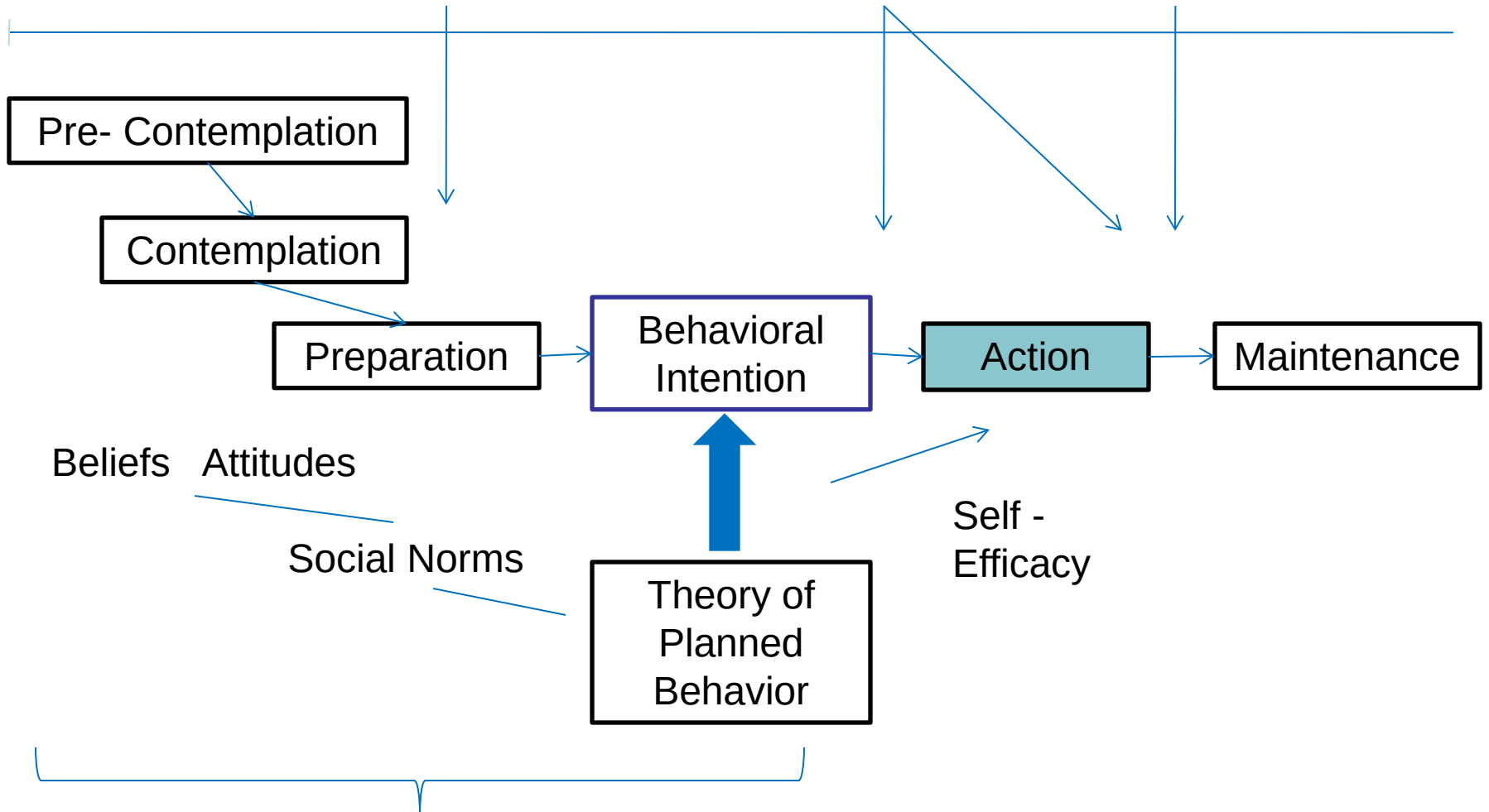
Attitudes

Social Norms

Theory of
Planned
Behavior

Self -
Efficacy

Motivation and Persuasion



PER WORKSHEET– *Identifying Factors Contributing to your Target Behavior*

PREDISPOSING

KNOW

- HBM
 - Knowledge
- SCT
 - Skill-related knowledge

BELIEVE/VALUE

- HBM
 - Perceived susceptibility
 - Perceived severity
 - Perceived threat
 - Perceived benefits
 - Perceived barriers
- TPB
 - Attitude toward behavior
 - Subjective norm
 - Perceived behavioral control
- SCT
 - Self-efficacy
 - Outcome expectations
 - Outcome expectancies
 - Situation

INTENTION

- TPB
 - Behavioral intention

Stage of: Precontemplation & Contemplation

ENABLING

BE ABLE TO DO (skills)

- SCT
 - Behavioral capability
 - Self regulation
 - Emotional coping

ACCESS TO

- HBM
 - Actual Benefits
- SCT
 - Environment
 - Observational learning

ACCESS REMOVED

- HBM
 - Actual barriers
- SCT
 - Environment
 - Observational learning

Stage of: Preparation & Action

REINFORCING

REMINDED

- HBM
 - Clues to act
- SCT
 - Observational learning

POSITIVE REINFORCEMENT

- SCT
 - Reinforcements

NEGATIVE REINFORCEMENT

- SCT
 - Reinforcements

SOCIAL SUPPORT

- SCT
 - Environment

Stage of: Maintenance

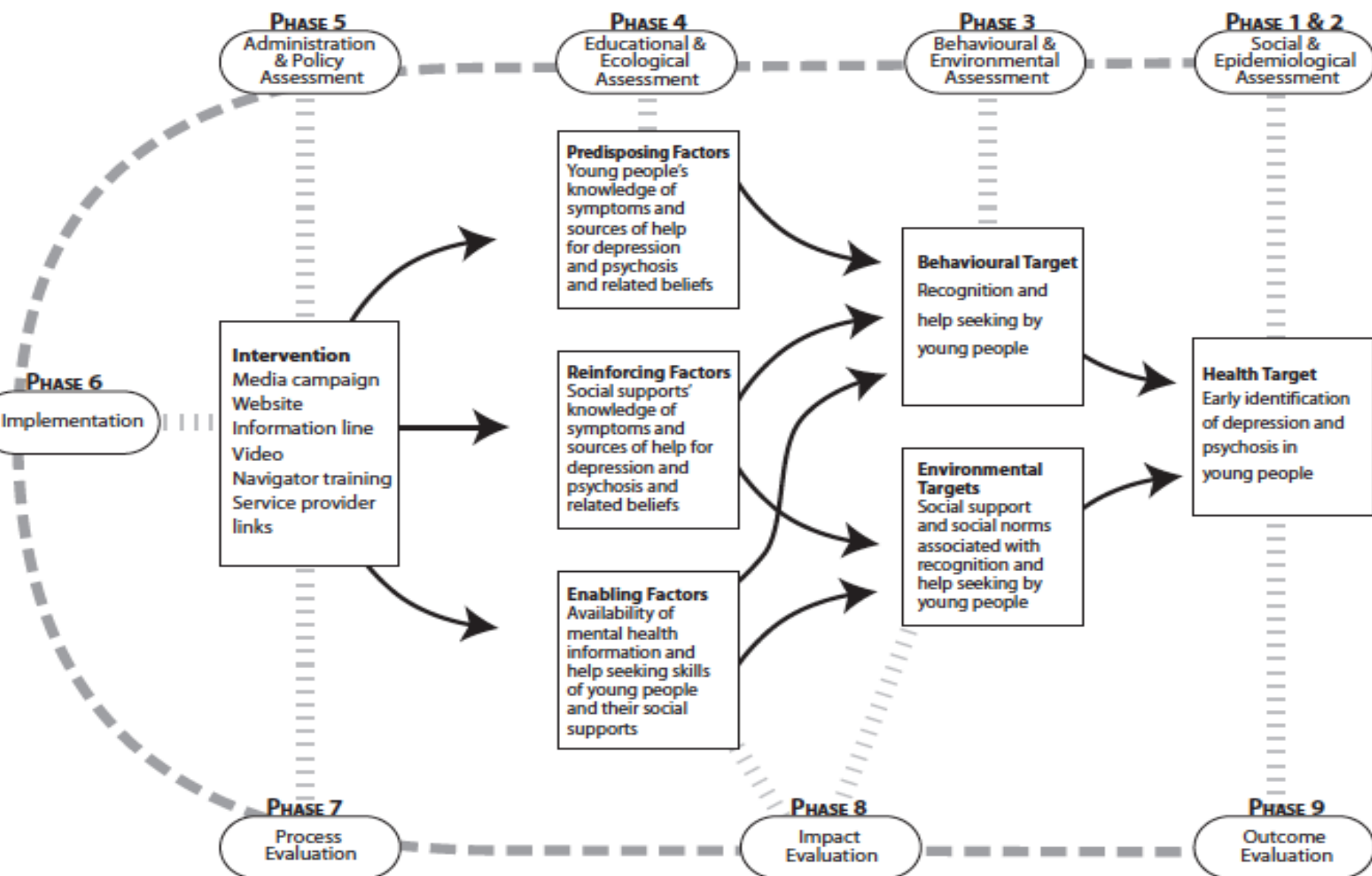
TABLE 2
PER Worksheet With Daily Physical Activity of Middle School Students as an Example

TARGET BEHAVIOR	60 minutes of daily physical activity (PA)	
TARGET AUDIENCE	Middle school children	
OTHER KEY INDIVIDUALS	Parents, teachers, and peers	
<i>PREDISPOSING</i>	<i>ENABLING</i>	<i>REINFORCING</i>
KNOW	BE ABLE TO DO (skills)	REMINDED
What is PA?	Identify activities of interest	Scheduled times
How much PA a day?	Motor skills	Prompts by media
PA opportunities: school, community, clubs	Sport and recreation skills	Prompts by peers
	Self regulation: goal setting, decision making & tracking	Prompts by family
BELIEVE / VALUE	ACCESS TO	POSITIVE REINFORCEMENT
PA positive outcomes: fun, friends, strength, weight control, exciting	Quality physical education	Fun
Negative outcomes: embarrassment, sweat, boring	Gyms and playing fields	Make friends
PA efficacy: I can do 60 minutes	Sidewalks	Feel good
Skill efficacy: I can ____ (walk on the treadmill, catch a Frisbee, etc.)	Sport equipment: balls, bats, racquets, clubs	Praise from: parents, teachers, peers
Believe others expect you to be active: parents, peers, teachers	Play equipment: bikes, skates, balls, skateboards, Frisbee, kites,	Success
Social norm: see peers, teachers, older students, peers engaging	Scheduled activities	Goal attainment
Positive outcomes from skills	Recreation leagues	Attention from peer groups & older students
	Play partners	New equipment
INTENTION	ACCESS REMOVED	NEGATIVE REINFORCEMENT
To be active daily	Television	Embarrassment
To be active after school	Computer and video games	Discomfort
Try new activities		
Parents intention for activity		
OTHER		SOCIAL SUPPORT
		Teams
		Clubs
		Parents

Applying PRECEDE to Youth Mental Health in Australia

- The Compass Strategy
 - Wright et al. 2006
- Aim: improve mental health literacy among young people
- Outcomes: increased awareness, help-seeking





Tool Dimension #3: Platform

Examples...

-Education

- Brochures; Computerized; Video; Mass Media; In-Person

-Decision support

- Computerized; HealthCoach; Action Plans; Telephone Advice Nurse

-Laws and regulations

- Federal/state laws; work-place regulations; school regulations; licensing

The Translational Toolbox

-individual behavior change tools

Community

- Health fairs
- Mass media
- Advice lines
- Support groups
- Conditional payments
- Taxes

Patient

- Education
 - Printed
 - Computer
 - Internet
 - Video/multi-media
- ~~Decision Aids~~
- Disease management
 - Coaches
 - Action plans
- Copayments
- P4P
- Motivational interviewing

Clinician

- Education
 - CME
 - Detailing
- Guidelines
- Prior Auth'n
- Decision support
- Registries
- Reminders
- Audit & feedback
- P4P
- Opinion leader

Key
Predisposing
Reinforcing
Enabling

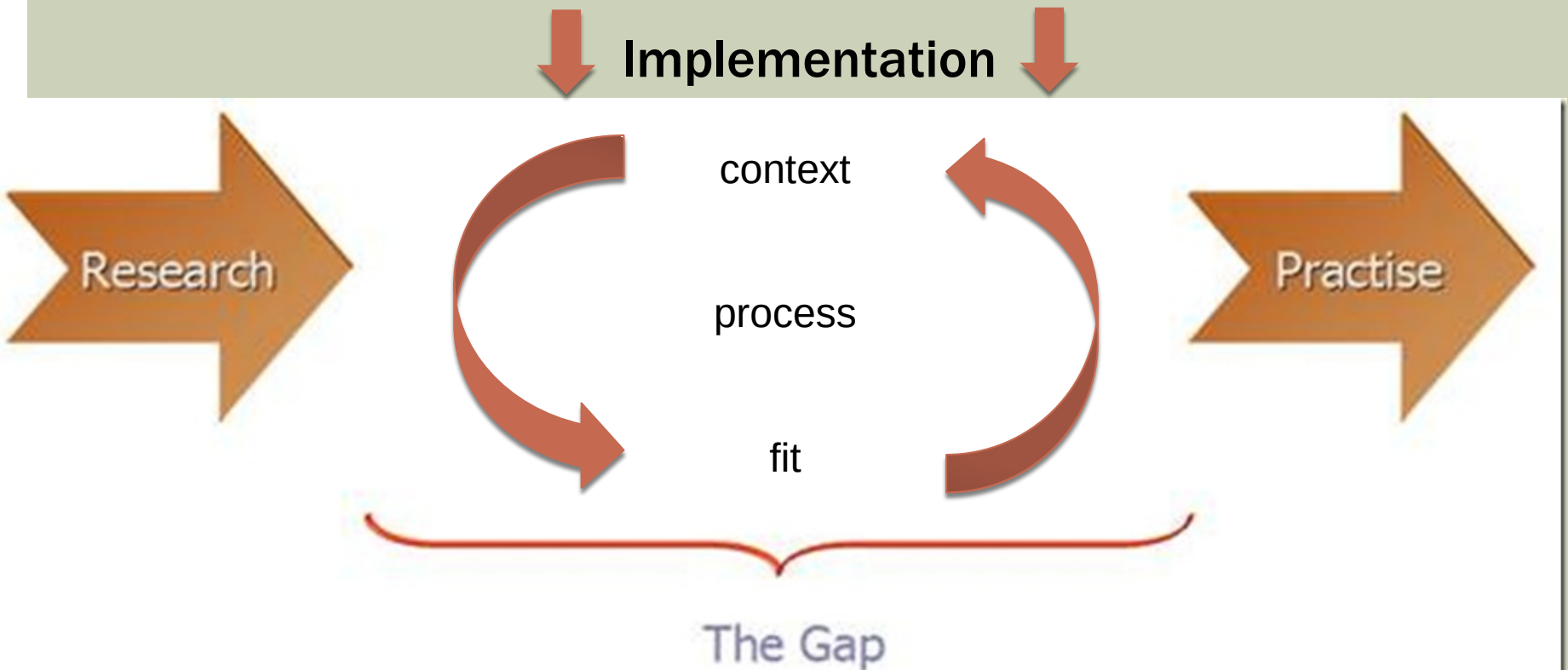
Spreading Effective Interventions into Practice.





Ceci n'est pas une pipe.

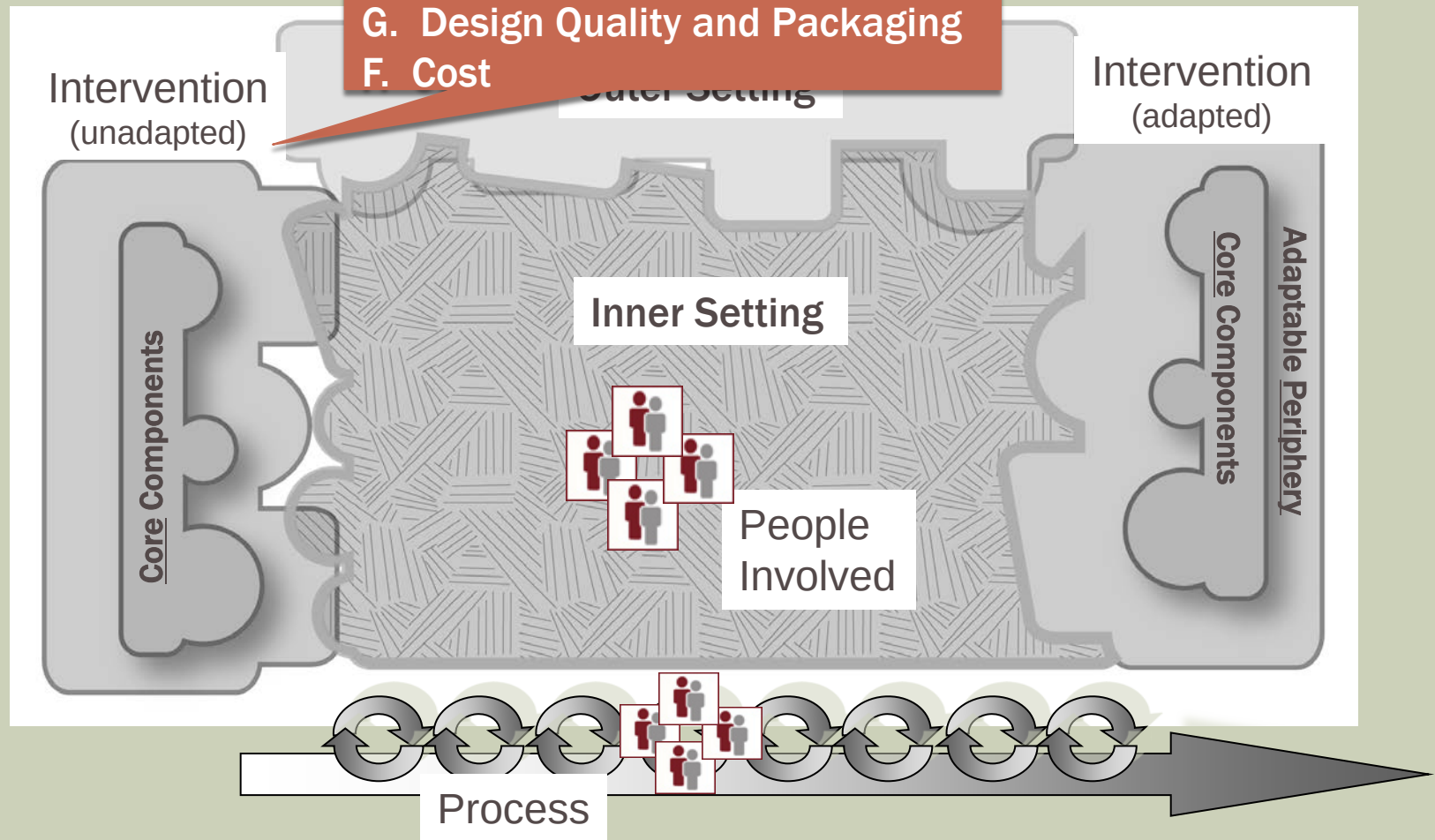
Peering into the Implementation Gap



CFIR: Core Framework for Implementation Research

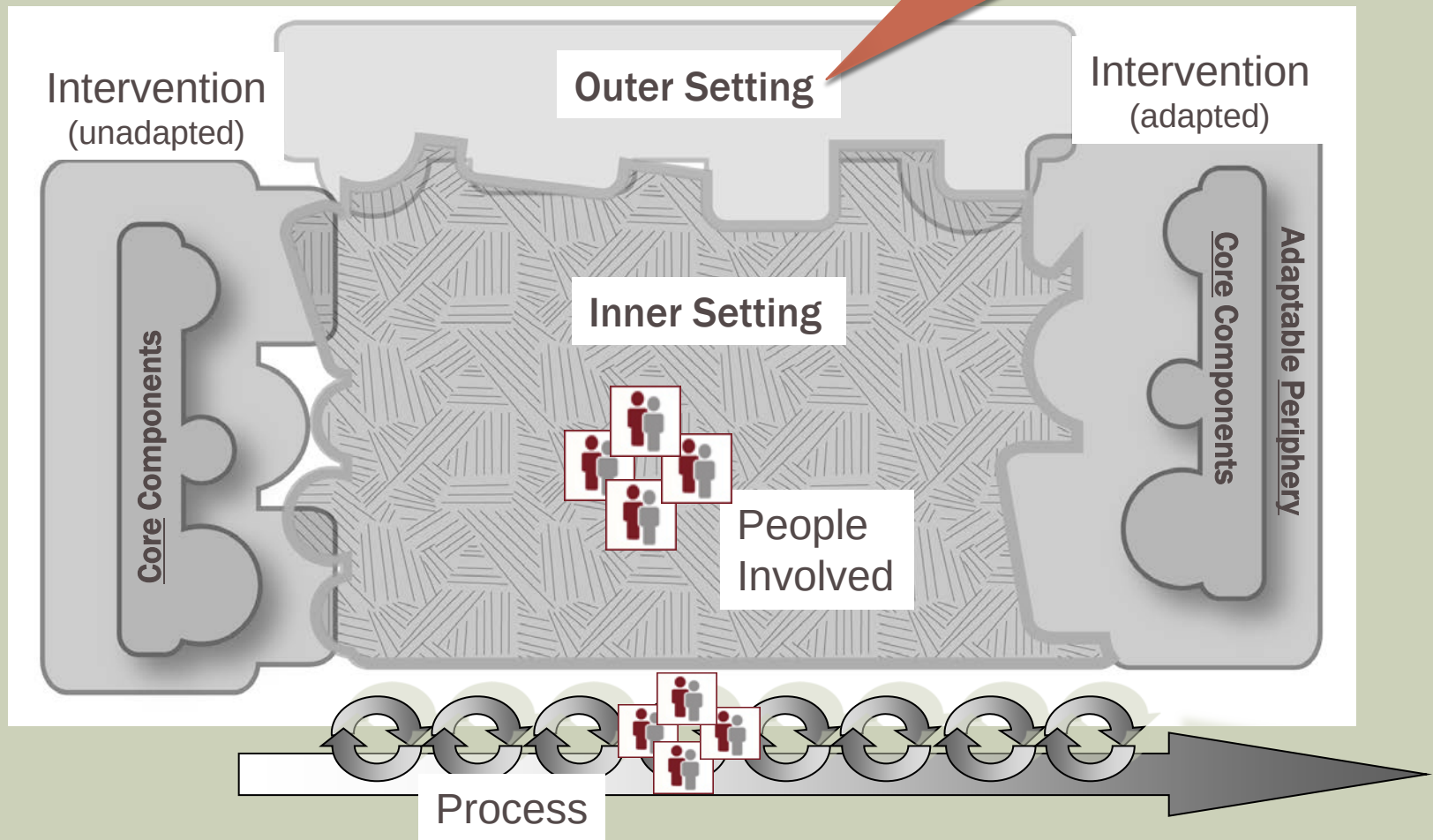
- A. Intervention Source
- B. Evidence Strength & Quality
- C. Relative Advantage
- D. Adaptability
- E. Trialability
- F. Complexity
- G. Design Quality and Packaging
- F. Cost

Core Framework for Implementation Research

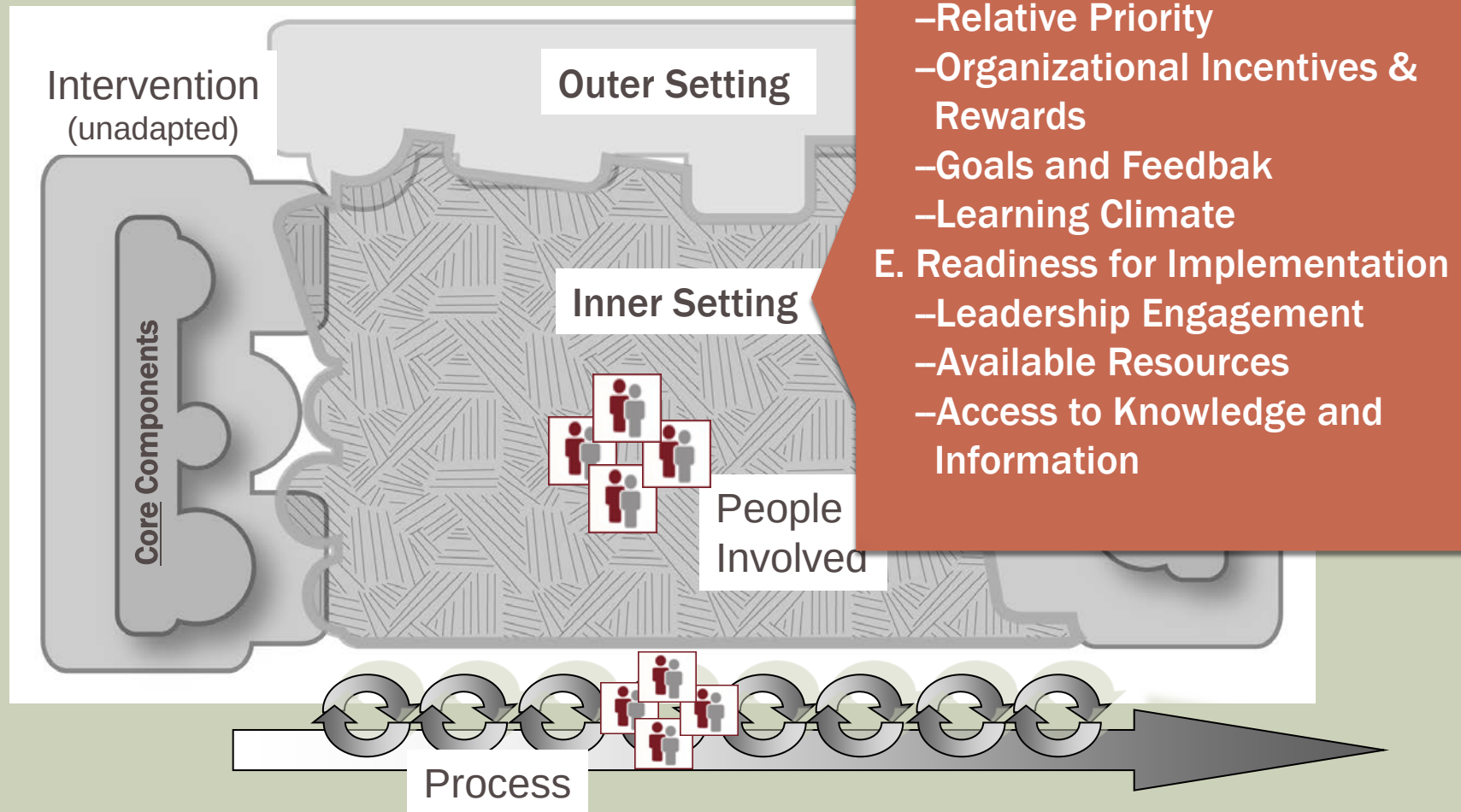


CFIR: Consolidated Framework for Implementation Research

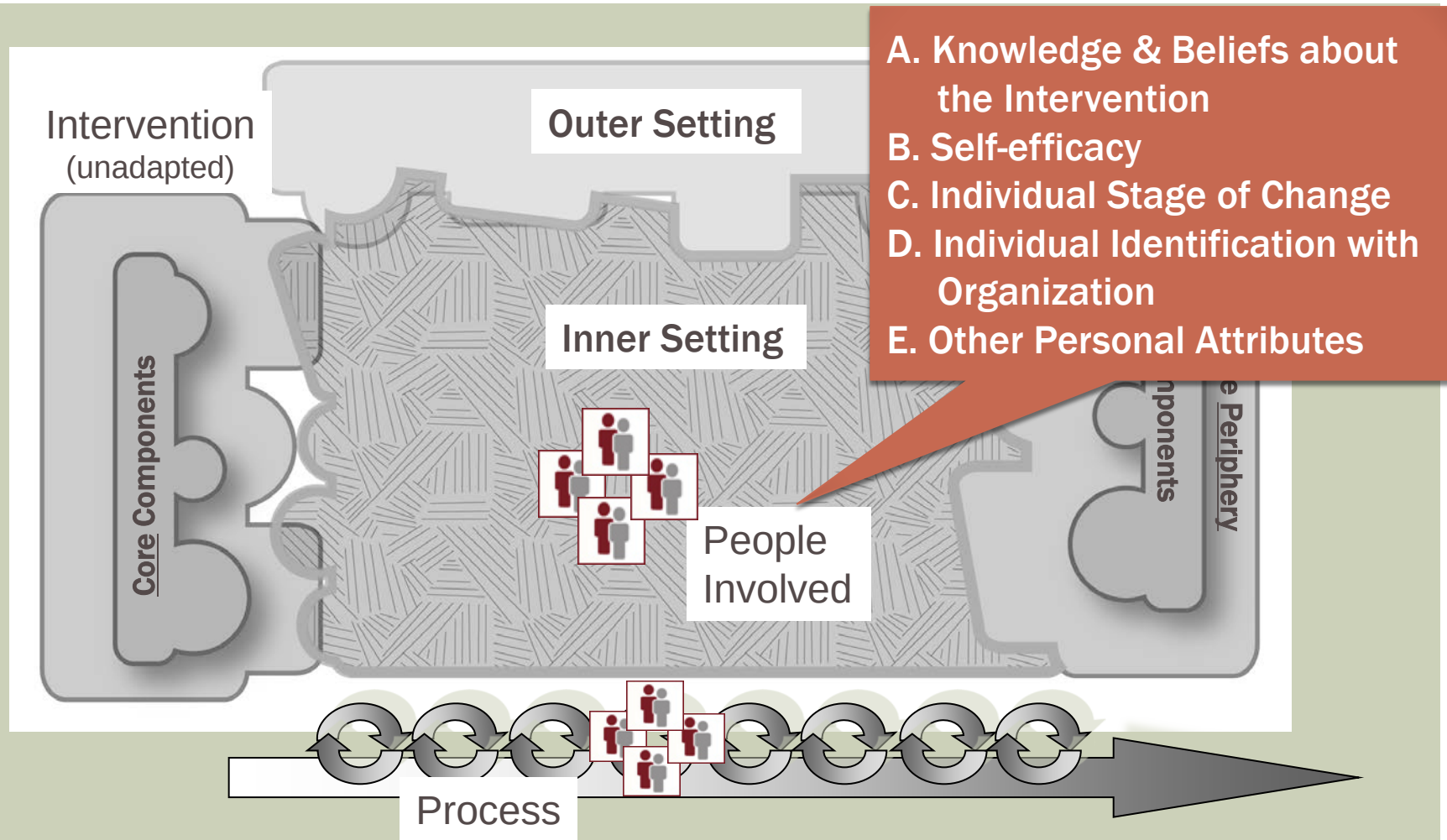
- A. Patient Needs and Resources
- B. Cosmopolitanism
- C. Peer Pressure
- D. External Policy & Incentives



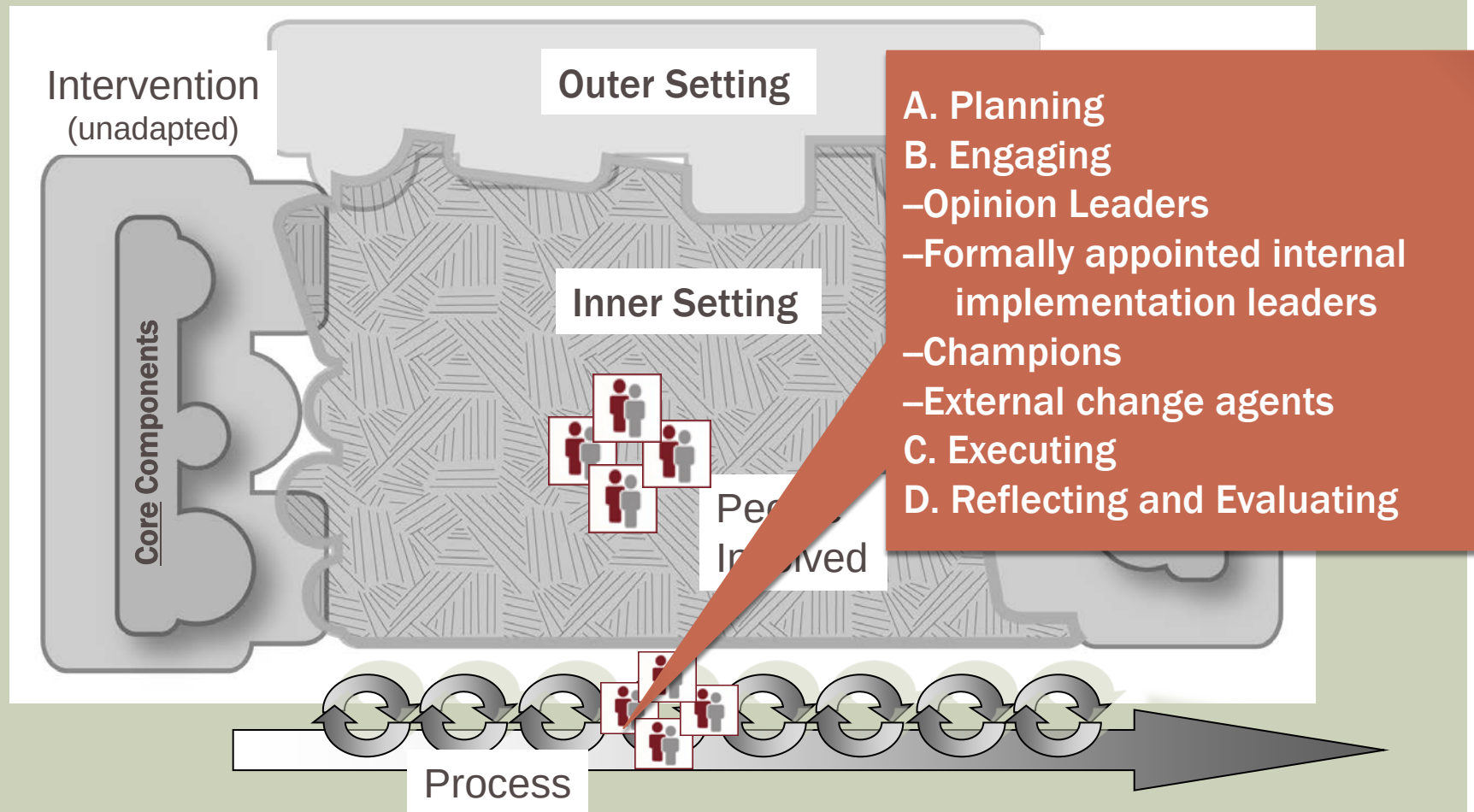
CFIR: Consolidated Framework Implementation Research



CFIR: Consolidated Framework for implementation Research



CFIR: Consolidated Framework for implementation Research



CFIR: Consolidated Framework for implementation Research

Strengths

- most comprehensive implementation model to date
- helps guide evaluations at all stages
- helps track key implementation processes

Weaknesses

- how to decide whether/at what level to apply constructs