Thank you for joining us

Peggy McElgunn

- 35+ years experience working with nonprofit organizations in healthcare and behavioral health

- Attorney specializing in nonprofit organizational law, government/advocacy support, implementation & accreditation processes

- Strategic planning expertise for national and international organizations with memberships from 50 to 8,000+ members

- Data enthusiast – *"Measure what is measurable, and make measurable what is not so."* – Galileo Galilei

Zach McElgunn

- Experience as a Behavioral Health researcher at the University of Virginia's Behavioral Medicine Center

- Accreditation support for institutions pursuing procedural accreditations in health and human services

- Implementation specialist providing frameworks, synthesis and analysis for evidence based practice tools

- Facilitator responsible for coordinating (and occasionally leading) interactive learning experiences on implementation and implementation-related topics

PROVEN QUALITY PRACTICES

NAVIGATION
GAP ANALYSIS
ACCREDITATION

Agenda

► Defining our "innovations"

► Exploring self-determination theory & motivation

► A closer look at organizational culture

► Routinizing work with "Practice Profiles"

► Ongoing development of Competency Drivers

A common story…

► New legislation, instability, confusion

► Pestilence!

► Disgruntled populace (and workers)

► Competing Mythologies

► "Just treading water"

PROVEN
QUALITY PRACTICES

NAVIGATION

Where are we now?

- ► Unpredictable landscape

- ► Increasingly complex needs; increasingly demanding practice

- ► Staffing transience and shortages

- ► Conflicting responsibilities (e.g. budget v. evidence-based practice implementation)

- ► Staff calls for flexibility

- ► Reputation in the community
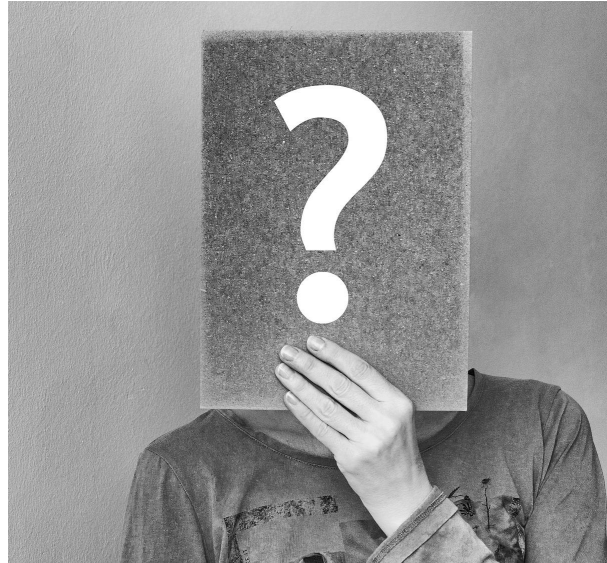
How can we chart a path forward amidst all these competing concerns?

Implementation Science

"Implementation science is the scientific study of methods and strategies that facilitate the uptake of evidence-based practice and research into regular use by practitioners and policymakers."

– University of Washington, Implementation Science Resources Hub

The Active Implementation Frameworks (AIF)

► **Useable Innovations**
► Implementation Teams
► Implementation Stages
► **Implementation Drivers**
► Improvement Cycles
► Systems Change

Useable Innovations

► Atom-based Innovations
  ► Pills, software, physical tools

► Interaction-based Innovations
  ► Evidence-based practices, therapeutic techniques, models of care

Useable Innovations

► Clear definition of philosophy, values and principles

► Essential functions of the innovation

► Operational definitions of essential functions

► Fidelity assessment (which is feasible to be conducted in the practice environment)

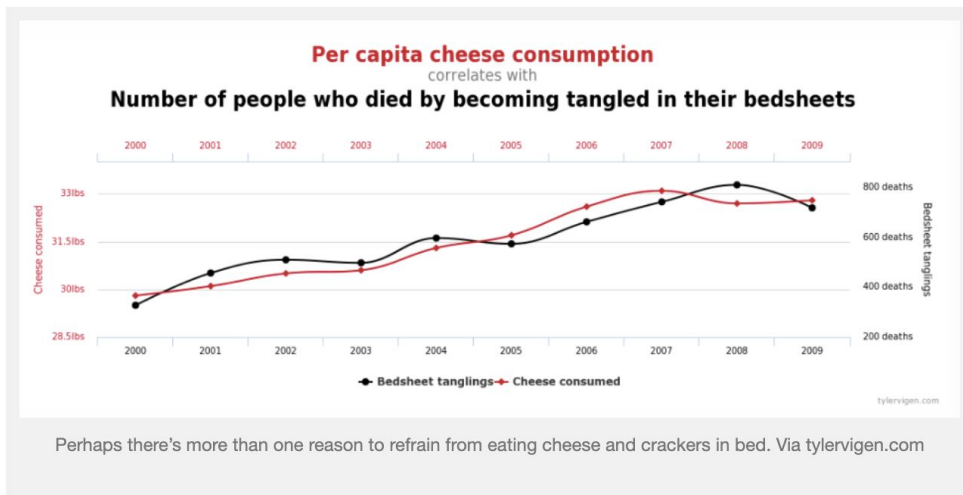*"Usable Innovations are operationalized so they are teachable, learnable, doable, assessable, and scalable in practice. Usable Innovations are effective when used as intended. Usable Innovations have a way to assess the presence and strength of the innovation as it is used in everyday practice."*

–Active Implementation Research Network

Fidelity - *critical to achieving intended outcomes*

Fidelity measures comprise the processes through which we...

► Assess the use of an **innovation(s)** in practice (frontline)

► Assess the **org. processes** that bring an innovation(s) to practice (organizational)

► Affirm the **efficacy of innovations** in practice (industry)

► Draw a causal link between innovation and outcomes

   ► Important to keep in mind that _without fidelity correlation is not causation_

Per capita cheese consumption
correlates with
Number of people who died by becoming tangled in their bedsheets

Perhaps there's more than one reason to refrain from eating cheese and crackers in bed. Via tylervigen.com
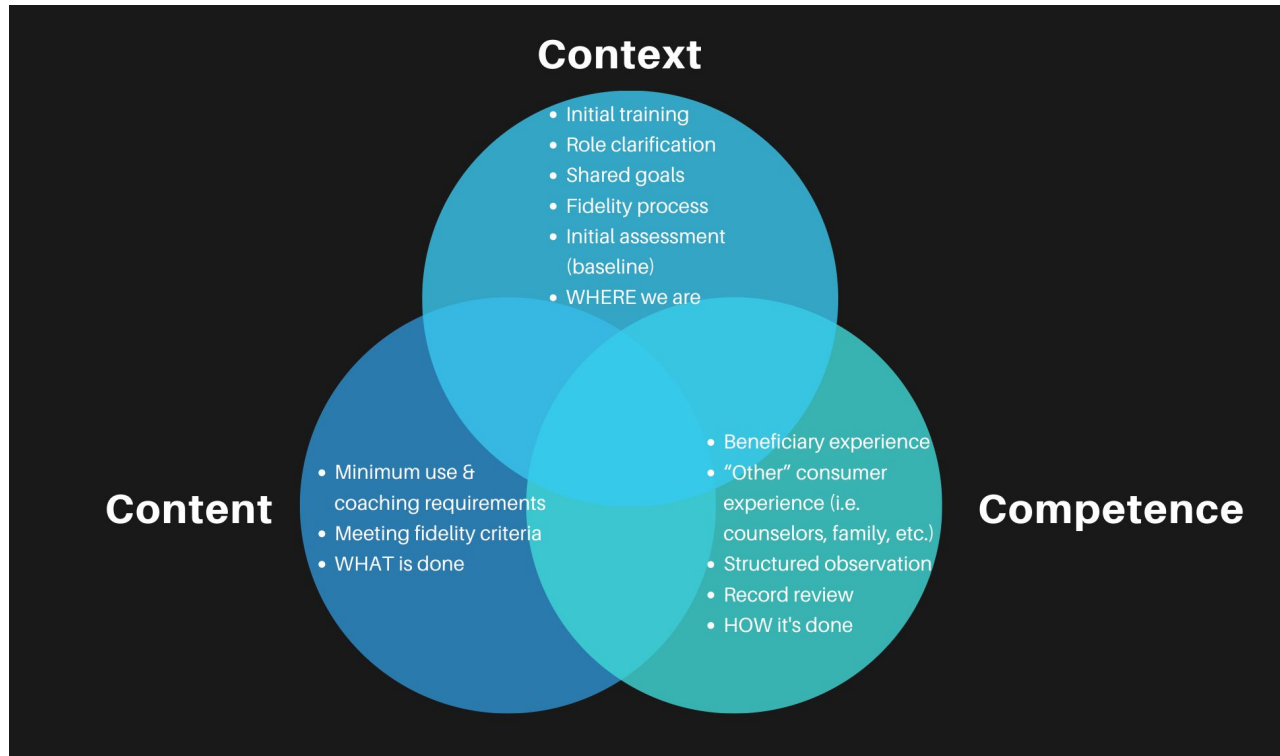
Fidelity (cont.)

Knock-on benefits of effective fidelity assessments:

- ► Predictive capacity
- ► Guide leadership where to focus

Moving from "rule generated" to "contingency shaped" behavior

- ► Examples:
  - ► Driving a car → experienced drivers have a better sense of "safety" outside of the rules of the road
  - ► Baking → moving from rigid recipe compliance to adjustments based on needs/desires
  - ► *"There are no wrong notes on a piano, just better choices"* - Thelonius Monk

PROVEN
QUALITY PRACTICES
NAVIGATION

Fidelity Assessment Dimensions

Context
- Initial training
- Role clarification
- Shared goals
- Fidelity process
- Initial assessment (baseline)
- WHERE we are

Content
- Minimum use & coaching requirements
- Meeting fidelity criteria
- WHAT is done

Competence
- Beneficiary experience
- "Other" consumer experience (i.e. counselors, family, etc.)
- Structured observation
- Record review
- HOW it's done

PROVEN
QUALITY PRACTICES
NAVIGATION

Fidelity Assessment Data Sources

► **Direct observation** → How interactions within the service delivery environment reflect the competence of practitioners and leaders. These allow for more nuanced understanding of the work (i.e. how is "respect" defined and experienced in the practice setting)

► **Record review** → Complete and accurate documentation of who, what, when, where services were provided (not focused on the quality of service delivered)

► **Ask others** → Clients'/beneficiaries' experience of service delivery

Using Fidelity Data

Data is only as good as its application.

Fidelity data:

- Informs practitioner-coach unit. For example,
  - Are lower fidelity innovation users coached by the same person?
  - High fidelity users?
  - The answers to these questions may guide coaching processes
- Are lower/higher fidelity users from this or that part of the organization?
- Is the organization "on track" in terms of service delivery?
- Does the fidelity data point to any obstacles?

Designing a Fidelity Assessment

A fidelity assessment of the use of an innovation in practice should:

- Identify accountability for performance assessment & reporting

- Provide for transparency & staff orientation to new processes

- Be a performance assessment correlated with intended outcomes

- Be conducted at regular frequency

- Include an efficient performance assessment reporting system

- Measure *competence* not only context/content

- Incorporate multiple data sources (groups within/impacted by the org.)

- Use positive recognition → people should see this as an opportunity to improve

- Be used to assess coaching efficacy as well

PROVEN
QUALITY PRACTICES
NAVIGATION

Section 1: Wrap Up

Useable Innovations are the interaction-based tools we use in our organizations. U.I. are "teachable, learnable, doable, and assessable."

Fidelity Assessments measure the degree to which we are using specific innovations "as intended."

Fidelity exists in practitioner **behaviors** and organizational **processes**.

Self Determination Theory

"SDT is a macro theory of **human motivation** that has been successfully applied across domains including parenting, education, healthcare, sports and physical activity, psychotherapy, and virtual worlds, as well as the fields of work motivation and management… SDT specifically suggests that both employees' **performance** and their **well-being** are affected by the type of motivation they have for their job activities. SDT therefore differentiates types of motivation and maintains that different types of motivation have functionally different catalyzers, concomitants, and consequences"

Deci, E. L., Olafsen, A. H., & Ryan, R. M. (2017). Self-determination theory in work organizations: The state of a science. *Annual review of organizational psychology and organizational behavior*, *4*, 19-43.

PROVEN
QUALITY PRACTICES
NAVIGATION

Self Determination Theory

- Autonomous vs. Controlled motivation

    - *"When individuals understand the worth and purpose of their jobs, feel ownership and autonomy in carrying them out, and receive clear feedback and supports, they are likely to become more autonomously motivated and reliably perform better, learn better, and be better adjusted."* - Deci, Olafsen & Ryan (2017)

- Intrinsic motivation → motivation is in *the behavior itself* (value-based)

- Extrinsic motivation → motivation is reliant upon an external consequence/reward

PROVEN
QUALITY PRACTICES
NAVIGATION

Self Determination Theory

► External regulation

► Introjected regulation

► Identified regulation

► Integrated regulation

*"[More] autonomous forms of motivation will predict greater **persistence**, performance **quality**, and **well-being** over time than will controlled forms"*

► *These forms of motivation will be systematically related to **leadership** styles, **work conditions**, and **pay** contingencies*

Self Determination Theory

- Basic psychological needs:
  - Competence & efficacy
  - Relatedness & belonging
  - Autonomy & self-determination
- These are especially important for _heuristic_ (i.e. non-algorithmic) activities

"[When] employees experience support for autonomy they typically also feel more connected to the organization, and feel more effective…"
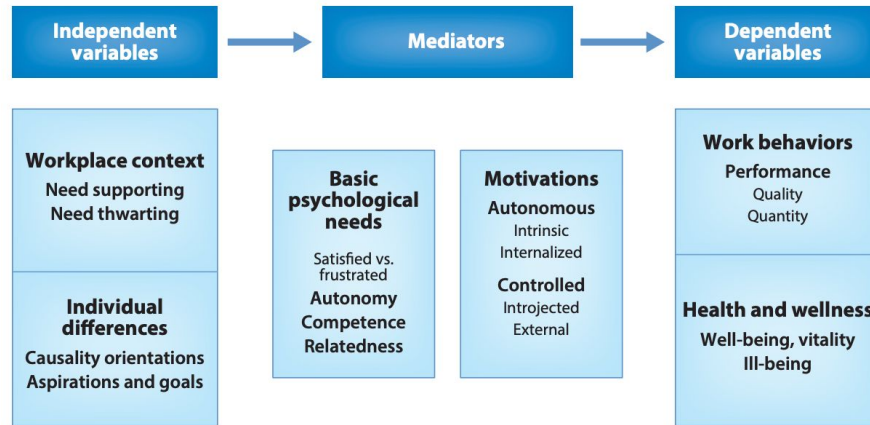

Independent variables → **Mediators** → **Dependent variables**

Workplace context
Need supporting
Need thwarting

Individual differences
Causality orientations
Aspirations and goals

Basic psychological needs
Satisfied vs. frustrated
Autonomy
Competence
Relatedness

Motivations
Autonomous
Intrinsic
Internalized
Controlled
Introjected
External

Work behaviors
Performance
Quality
Quantity

Health and wellness
Well-being, vitality
Ill-being

Figure 1

The basic self-determination theory model in the workplace.

PROVEN
QUALITY PRACTICES
NAVIGATION

Self Determination Theory

- ► Autonomous work leads to less burnout
- ► Autonomy in work improves work satisfaction and reduces intentions to turnover
- ► Autonomy in work is *predictive* of <u>*knowledge-sharing*</u> across a work cohort
  - ► The inverse is also true → less autonomy = less giving information

How can we shape the work environment to be more autonomous, and communicate about changes in such a way that staff can "integrate" organizational goals into their identities and intrinsic beliefs?

What are the reasonable bounds on autonomy, and how can we make these explicit without reinforcing unintended, or unproductive power structures?

PROVEN
QUALITY PRACTICES

NAVIGATION

Organizational Culture & Climate

How what we believe, what we know, and how we act affect change processes.

# Definitions of Organizational Culture & Climate

Organizational Culture

- ► The predominant set of beliefs, values, and meanings that are shared by members of an organization

Organizational Climate

- ► The *experience* of individuals within a given work environment, including emotional and psychological impact thereof

Changes in organizational culture & climate naturally overlap, but they are distinct concepts. Culture considers *how work is done and for what purpose*, whereas climate concerns *the effect of that work on individuals and the environment*.

Levels of Organizational Culture

Basic Assumptions

Values and Beliefs

Artifacts
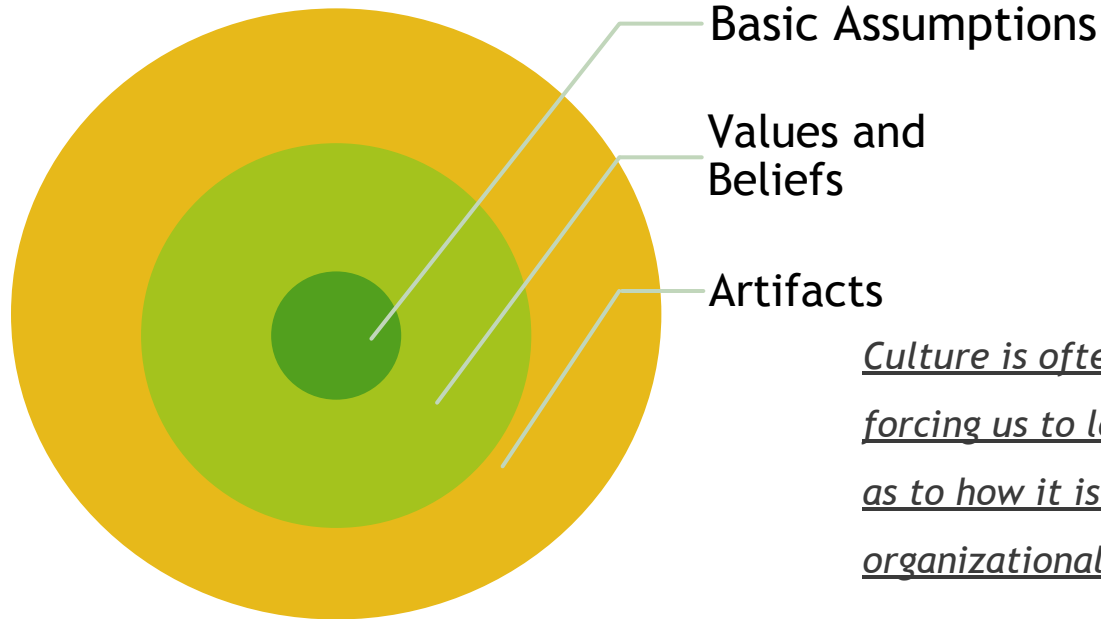
Culture is often inscrutable, forcing us to look for "cues" as to how it is enacted in the organizational setting.

"It is clear that understanding the culture of the organization is a key element in any organizational change process." - Austin, Michael J., and Jennette Ciaassen (2008)

Measuring Organizational Culture & Climate

What areas are most important to consider in regard to your current ways of work?

- ► Organizational Goals & Motivations

- ► Delivery Environment

- ► Target Population

- ► Current Services and Funding

- ► Extra-Organizational Community

- ► Organizational Leadership

- ► Organizational Resources (i.e. budget, networks, and professional relationships)

- ► Staffing and Training Processes

- ► Broad Organizational Culture/History (i.e. turnover rates, organizational "champions," and data collection protocols)

Practice Profiles - A Tool for Operationalizing Good Ideas

► What Useable Innovation are you making this profile for?

► What are the Essential Components of the innovation in question?

► For each Essential Component…

  ► How does the component contribute to the desired outcome? (rationale)

  ► What does **Expected** use of the essential component look like in practice?

  ► **Developmental** use?

  ► **Unacceptable** use?

Practice Profile Development

Steps in the development of a Practice Profile (when accomplished comprehensively)

- ▶ Semi-structured interviews with stakeholders and beneficiaries
- ▶ Systematic scoping review
- ▶ Document review
- ▶ Vetting & consensus building
- ▶ Useability Testing

Practice Profiles con't

Clear description of the Innovation

► What is your innovation?

► What are the philosophies, values, and underlying principles of your innovation?

  ► What is "most important" in terms of what clients get out of service delivery, staff experience, and outcome/impact?

  ► Is there any research evidence that provides a rationale for the ways of work in your organization?

► What are the inclusion/exclusion criteria?

  ► Who are intended to benefit most directly from the innovation?

  ► Are there aspects of the innovation which have been validated for use with some groups but not others?

Practice Profiles con't

Essential functions of the innovation

▶ What functions *must* take place in order for the innovation to work as intended?

▶ Are there reporting/documentation requirements?

▶ Who holds what information, and how should the information be shared across the organization?

▶ What interactions are essential for service delivery?

Practice Profiles con't

Operational definitions of essential components

- For each essential component…

  - What behaviors are required in order for the component to be manifest in the practice environment?

  - Is there an "order of operations" for the delivery of the essential component?

  - Consider the concrete aspects of interactions, such as duration, frequency, physical distance, number of contacts, goals of the interaction, information gathering protocols, action planning measures

Practice Profile Example

Example: Washing Hands

P, V, & P → Proper hygiene decreases risk of disease. People are entitled to access clean and healthy interactions. Principles from germ theory, surgery, and medicine

EF → Thoroughly covering the surface area of the hand with a cleaning agent

OD → Using warm water and soap, caress the cleaning agent over the entire surface of the hands, ensuring total contact with crevices and under fingernails, for at least a 30-second repetitive motion. Rinse hands off with clean, warm water. Dry hands thoroughly using a clean paper or cloth towel, or air dry.

FA → Knowledge of hand-washing protocol; understanding of rationales behind specific steps in the process; amount of bacteria on hands; satisfaction with facility resources for accomplishing this task

Core Component	Contribution to the Outcome	Expected Use in Practice	Developmental Use in Practice	Unacceptable Use in Practice
Description of this component	Describe why this core component is important to achieving the outcome	Description of practitioner behavior	Description of practitioner behavior	Description of practitioner behavior

Realistic Job Previews

► [Waste Management RJP](#)
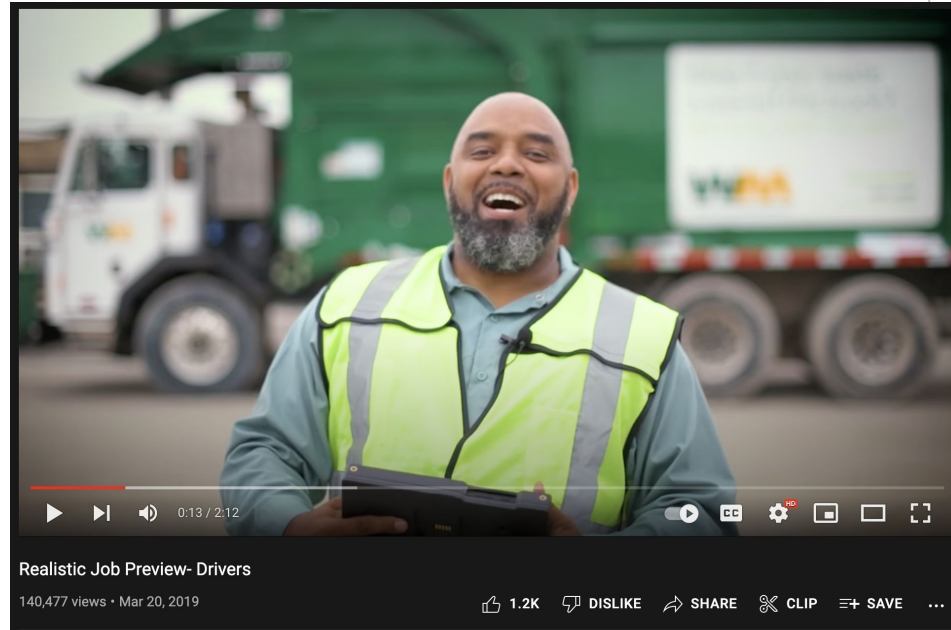
Creating an RJP Action Plan

Learning outcome: Understanding RJPs and creating deliverables with deadlines for your organization

- ► *What's a day in the life of the position you're seeking to fill?*

- ► *What are the common complaints, obstacles, and successes?*

- ► *What expectations or assumptions about the position do you want to correct?*

- ► *What are current employees satisfied/dissatisfied about?*

Implementation Drivers

© Fixsen & Blase, 2008

The Implementation Drivers

These represent the ways in which staff are supported to use an innovation fully and effectively

- ► Especially useful for "interaction-based" innovations
- ► Routine vs. radical innovations
- ► Drivers promote consistency
- ► Drivers sit at the "heart" of changes

Integrated & compensatory

- ► A facilitative administration interaction can also serve as a coaching interaction, for example
- ► Weaknesses in one area can be made up for by strengths in another

PROVEN
QUALITY PRACTICES
NAVIGATION

The Implementation Drivers

This is where implementation **processes** are held to the standard of the **useable innovation criteria**

- ► They help us move our routine practice into a new way of work
- ► Our capacity and bandwidth are finite resources... we must redraw boundaries/roles/behaviors to be most efficient and effective with our goals and innovations in mind
- ► Function-based (i.e. not roles, or organizational structures)
  - ► Drivers can be "performed" in multiple roles within diverse structures

The Implementation Drivers

Competency Drivers

- ► Fidelity
- ► Selection
- ► Training
- ► Coaching

Organization Drivers

- ► Facilitative administration
- ► Decision support data system
- ► Systems intervention

Leadership Drivers

- ► Technical leadership
- ► Adaptive leadership

Competency Drivers → *How innovations are introduced & supported*

Supporting <u>behavior change</u> is the purpose of these drivers

SELECTION → find those who are ready, willing, and able (and enthusiastic) about the learning and application that surrounds the <u>use of an innovation</u>

- ► Identify fit between the innovation and…
  - ► Values
  - ► Beliefs
  - ► Psychological wellbeing
- ► "Work samples" during recruitment/interviews

This is an ***organizational*** question

- ► Don't blame individuals, examine organizational systems

Competency Drivers → *Selection*

Recruitment

► Communicate about what the first days on the job will look like and where this will lead (RJPs)
► Be explicit about any innovations being used

Selection

► Use vignettes and role plays
► Who's accountable for the selection process?
► Incorporate multiple perspectives
► Assess ability to accept and incorporate feedback

Competency Drivers → *Selection*

Selection process with an implementation of an innovation in mind…

► Accountability for development and monitoring of selection process clear

► Job description

► Prerequisites are related to innovation meaningfully

► Interactive interview → role play; acceptance of feedback; incorporation of feedback into changed behavior

► Interviewers understand innovation-related skills and abilities

► Process to feed-forward interview data to trainers, coaches, and admin

► Process to collect information from those who leave the organization and apply this information to understanding of the selection driver

PROVEN
QUALITY PRACTICES
NAVIGATION

Competency Drivers → *Selection*

What might a role play look like in an interview/selection process for your organization?

What "vignette" would you use for this role play?

What characteristics or specific behaviors should you look for during this interaction?

How is a role play different from a behavioral rehearsal?

Competency Drivers → *Selection*

WHO is accountable for selection within your organization?

Regarding the FUNCTION of selection…

    Who DEPLOYS the selection process?

    Who APPROVES the selection process?

    Who else is involved in selection? (Clients, co-workers, leadership, coaches?)

Competency Drivers → *Training*

TRAINING → imparting necessary knowledge, skills, and abilities to use an innovation effectively

- ► Teaching the knowledge, skills, abilities (KSA) required for innovation use

- ► Training should be accomplished as needed as opposed to on a fixed schedule (centering the function of work)

- ► Content of training is specific to the innovation (and U.I. criteria), but the methods of training are universal

- ► Training should be improved over time → how can this be evaluated and accomplished?

- ► Training methods and delivery need their own fidelity assessment!

Competency Drivers → *Training*

Effective trainers...

- ► Clear instruction
- ► Demonstrate tasks
- ► Generates knowledge through meaningful interactions
- ► Provides feedback
- ► Adjusts and remain flexible as needed
- ► Provides multiple opportunities for practice
- ► Ensures access to materials, manages instruction in relation to need

Competency Drivers → *Training*

Effective training…

► Is skill-based; includes behavior rehearsals; uses positive and instructive feedback

► Includes behavior rehearsals (which are different than role plays)

► "Training is complete when skills are at criteria"

► Coaches volunteering to be part of training (specifically behavior rehearsals) is a great way to jump start the trainee-coach relationship

Competency Drivers → *Training*

Hows and Whys of training

- Pre-post assessments are a commonly used, valuable tool
  - Without these, we are just sharing information...
- Goal of training is to shorten the "distance" between the starting point and fidelity
- Who should be a trainer? → practitioners who have met fidelity criteria
  - Ideally, all organizational roles are eventually filled by people with this experience

Competency Drivers → *Training*

Training with implementation of an innovation in mind…

- Accountability for development and monitoring of training process clear
- Delivered before staff are working fully independently
- Skill based methods → behavioral rehearsals; qualified B.R. leaders; Practicing skills to criteria
- Trainers are trained and coached in the delivery of training
- Outcome data (pre-post knowledge) are assessed
- Performance assessment measures are taken → schedule, content, processes, qualifications of trainers)
- Feeding forward information to coaches
- Feeding backward information to selection staff

PROVEN
QUALITY PRACTICES
NAVIGATION

Competency Drivers → *Training*

- Who is **accountable** for development and monitoring of training process

- **When** is training delivered (i.e. before staff are working fully independently)

- What **methods** are used in training (e.g. behavioral rehearsals; qualified B.R. leaders; practicing skills to criteria)

- Who trains trainers, and coaches them in their **training delivery**?

- What **outcome data** (pre-post knowledge) are assessed?

- What **qualifications** for becoming a trainer are made known?

- Who **feeds forward *what*** information to coaches?

- Who **feeds backward *what*** information to selection staff?

PROVEN
QUALITY PRACTICES
NAVIGATION

Competency Drivers → *Coaching*

Coaching should…

► Support practitioner learning in the use of an innovation

► Reveal the details of how an innovation is used, and to perceive fidelity gaps (and address them)

► Be led by high-fidelity practitioners

► Represents a low "tolerance for error"

► Be _constant_ unlike the other implementation drivers

► Codify learning introduced in selection and training

► Be grounded in a relationship that is built on purpose

► Be accomplished for every key position in an organization

► Lead to fidelity in the use of an innovation

Competency Drivers → *Coaching*

Key aspects of coaching:

- Direct observation
- Feedback that centers the use of the innovation
- Modeling
- Behavior rehearsal
- Personal/emotional support

Everyone using an innovation should receive coaching on at least a monthly basis

- Some may require additional coaching to meet fidelity criteria
- More important the outcome & greater the risk of poor performance… more frequent and intensive coaching should be

Competency Drivers → *Coaching*

In regard to learning new behaviors…

- ► New behaviors are awkward (especially when compared to "masters")

- ► New behaviors are "fragile" and drift is a risk

- ► New behaviors are incomplete, and should be "completed" in a practice setting

Competency Drivers → *Coaching*

People are the tools when using interaction-based innovations.

Initially coaching focuses on practitioner skills/judgment → eventually it focuses more on practitioner observations

Coaches provide feedback reflecting on observation *AND*

► Individual or group reflection

► Product or document review

► Interviews with stakeholders

Competency Drivers → *Coaching*

A good coaching delivery plan…

► Outlines coaching supports for staff carrying out the program

  ► Requirements to be an expert in coaching delivery

  ► Frequency

  ► Methods

► Assesses the efficacy of coaching

  ► Practitioner fidelity

  ► Coach fidelity

  ► Satisfaction surveys of trainees

  ► Observations of coaching being delivered

Coaches and practitioners are partners in the coaching improvement process

PROVEN
QUALITY PRACTICES
NAVIGATION

Competency Drivers → *Coaching*

Coaching processes should consider…

- ► Description of knowledge and skills required for the U.I.

- ► Details of coaching process

- ► Expected frequency (and adjustments over time)

- ► Documentation requirements

- ► Format for each post-coaching event

- ► Plan for monitoring each coach's coaching fidelity (who, how, how often, when will plan be reviewed)

- ► Schedule for reviewing coaching data (to improve coaching fidelity and outcomes)

PRO**V**EN
QUALITY PRACTICES
NAVIGATION

Competency Drivers → *Coaching*

Coaches help to remove obstacles to high fidelity U.I use

- Time, burdens, meetings, salary concerns, org protocols

Coaches meet with administration to help change obstacles

- Coaches are beholden to U.I fidelity, *AND* beholden to practitioners
  - They help to transform the organization
- Moving from individual concerns (I need X to work effectively) to systems barriers (we need to give everyone access to X so that they can work effectively)

Competency Drivers → *Coaching*

Coaching skills:

- ► Observing and describing behavior

- ► Identifying and using concept labels

- ► Providing rationales and guidance

- ► Organizing and conducting a behavior rehearsal

- ► Judgment re: listening vs. teaching to practitioners

- ► Quality components → tone, posture, facial expressions, engagement, pleasantness

Competency Drivers → *Coaching*

Coaching in relation to the implementation of an innovation requires…

- ► Clear accountability

- ► Fluency in the innovation

- ► **Written** coaching service delivery plan

- ► Multiple sources of information

- ► Accountability structure and processes

  - ► Adherence reviewed,

  - ► Practitioner improvement tracked,

  - ► Multiple information sources

PROVEN
QUALITY PRACTICES
NAVIGATION
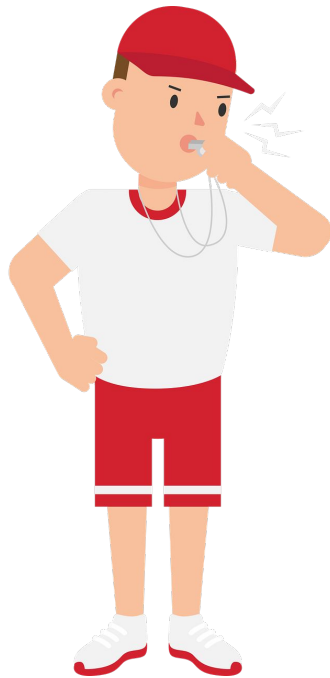
Role play & Behavior Rehearsals (yes it's that important)

Role plays → assess coachability

- ► Take notes to offer positive feedback
- ► Pick one area for constructive feedback
- ► Use active listening
- ► Offer positive feedback, and move on to the next

B.R. → practice key components of an innovation

- ► These require serious preparation
- ► Confederates must not "help" the candidate, but rather take their advice
- ► Scenes should be grounded in practice realities

Putting it all together

- ► Our innovations are our "ballast" & a great evaluative lens

- ► Fidelity is our lynchpin for outcomes

- ► Self-determination theory offers us good experimental questions

- ► Implementation Drivers are integrated and compensatory

- ► "Every system is perfectly designed to get the results it gets."

Help me to improve!

PROVEN
QUALITY PRACTICES
NAVIGATION

Feel free to continue this (so far one sided...) conversation!

You can email me at zack@gpsforgrowth.com

PROVEN
QUALITY PRACTICES

NAVIGATION

References

Austin, M. J., & Ciaassen, J. (2008). Impact of organizational change on organizational culture: Implications for introducing evidence-based practice. *Journal of Evidence-Based Social Work*, *5*(1-2), 321-359.

Deci, E. L., Olafsen, A. H., & Ryan, R. M. (2017). Self-determination theory in work organizations: The state of a science. Annual review of organizational psychology and organizational behavior, 4, 19-43.

Deci, E. L., & Ryan, R. M. (2012). Self-determination theory.

Fixsen, D., Van Dyke, M., & Blase, K. (2019). Science and implementation. *Chapel Hill, North Carolina: Active Implementation Research Network*.

Glisson, C., Landsverk, J., Schoenwald, S., Kelleher, K., Hoagwood, K. E., Mayberg, S., ... & Research Network on Youth Mental Health. (2008). Assessing the organizational social context (OSC) of mental health services: Implications for research and practice. Administration and Policy in Mental Health and Mental Health Services Research, 35, 98-113.

Heifetz, R. A., & Laurie, D. L. (1997). The work of leadership. Harvard business review, 75, 124-134.