

More information about the AH-TRIP Champion Guide: [AH-TRIP Champion Guide Introduction](#)



Description: Designing an evidence based solution and planning for implementation is an important stage. Using a logic model or theory, model or framework to understand the implementation context including barriers and enablers, strategies for change and who needs to do what differently for success is covered in this phase

Learning Objectives:

1. Identify all key stakeholders, know methods of engaging and involving stakeholders at all key points during planning, implementation and evaluation to incorporate stakeholder interests in the process
2. Assess the implementation context including barriers and facilitators to change.
3. Link barriers and facilitators to behaviour change theory.
4. Select implementation strategies that target barriers and facilitators to change using behaviour change theory.
5. Understand the benefits and challenges of different approaches to a variety of adaptive challenges.
6. Use an implementation framework to plan for implementation.
7. Assess readiness for change in implementation settings.
8. Develop an implementation team.



Champion Tip! If the group or individual has selected a number of complex problems it may not be possible to address them all at once. Revisit the questions in 'identify the problem' to help prioritize which problem to address and select what is feasible with your resources and time!

Online PD suite content:

Webinar 1: Introduction to implementation – is your problem complex? (4.20mins)

Webinar 2: Considering the context (5.09mins)

Webinar 3: Choosing an implementation Theory, Model and Framework (7.01mins)

Webinar 4: Identifying and Engaging Stakeholders (8.05mins)

Champion discussion tips/questions:



(5mins)

Watch the Introduction to Implementation webinar



1. Ask participants to consider the problems they have previously identified on their frequency/harm matrix
 - a. As a group discuss what elements might make these complex problems/interventions?
** consider the number of pieces that make up the problem/intervention, do they rely on each other, is the intervention flexible, how many groups/disciplines are involved, how easy (or difficult) will it be to determine success
 - b. Based on your discussion, do you think your problem is complex or simple
If it's complex do you think you will need support to address this? (ie: advice/mentoring from an experienced person or a theory, model or framework to guide your thinking)



(30mins)

2. At the end of the Choosing an Implementation Theory, Model and Framework webinar pause to discuss which theories, models or frameworks your team have had experience with?
 - a. Ask those familiar with a theoretical approach to implementation to share their thoughts/experiences with the group
 - b. If people are unaware of using a theoretical approach, we would recommend starting with the KTA framework and example as a starting point



3. Ask the group to select a complex problem they previously identified and subjectively assess each factor of context as being a negative (-), positive (+) OR neutral influence, on potential change to address that problem
 - a. The evidence-base for the practice change or intervention
 - b. The people involved (staff and consumers)
 - c. The organisation (local and organisational)
 - d. The outer setting

**prompt the group to consider the factors within each level of context influence the overall rating they've given – there might be some exceptions and it can help to make notes of these



(20mins)

4. Use the complex problem and what you understand about the context to complete the worksheet – considering the stakeholders for your project including what strategy you will use to engage each group



(8mins)

5. Watch webinar 4: Identifying and Engaging Stakeholders
** this section can be done as a separate session



6. Ask groups to think of a project and write all the possible stakeholders on individual post it notes
** think about patients, carers, staff, management, remind the group of the definition of a stakeholder '*see 0.26 of the identifying and engaging stakeholders webinar*'
 - a. Using page 2 of the worksheet (you could put the headings on a white board or butchers' paper) ask the group to put their post it note 'stakeholders' in the relevant sections on the stakeholder map
 - b. Present back to the group why you've put stakeholders where they are

**Prompt the group to question – has anyone been missed? (operational staff, porters, other clinical teams, consumer groups etc); remember it can be anyone that 'perceives themselves to be

effected'; Ask the group if anyone has ever worked on a project/change where a stakeholder was missed

- c. Remind the group it's important to repeat this exercise at the beginning and during your change processes as stakeholders might change over time
- d. Reviewing the groups stakeholder map discuss strategies of how you could communicate with each of these groups

** example: nursing staff can sometimes find it difficult to check emails is there an alternative strategy (ie: butcher paper in the lunch room, feedback box etc)



What is context?

You will notice that context is common theme mentioned in knowledge translation and implementation theories, models and frameworks.

But why is context important?

In the adapted words of Seth Godin 'if you are gardener, planting orange trees in Ottawa, and nothing's growing, it's possible to beat yourself up, burn yourself out and say, 'I'm a bad gardener'. OR you could realise that oranges aren't easy to grow in Ottawa. You could either move to Cuba or adjust the intervention to fit within the context, in this case plant wheat instead. But don't beat yourself up if the climate doesn't match your seeds instead consider the context as part of your planning and be prepared.