A TIERED TRAINING MODEL TO BUILD SYSTEM WIDE CAPACITY IN IMPLEMENTATION SCIENCE - CURRENT LEARNING AND FUTURE RESEARCH

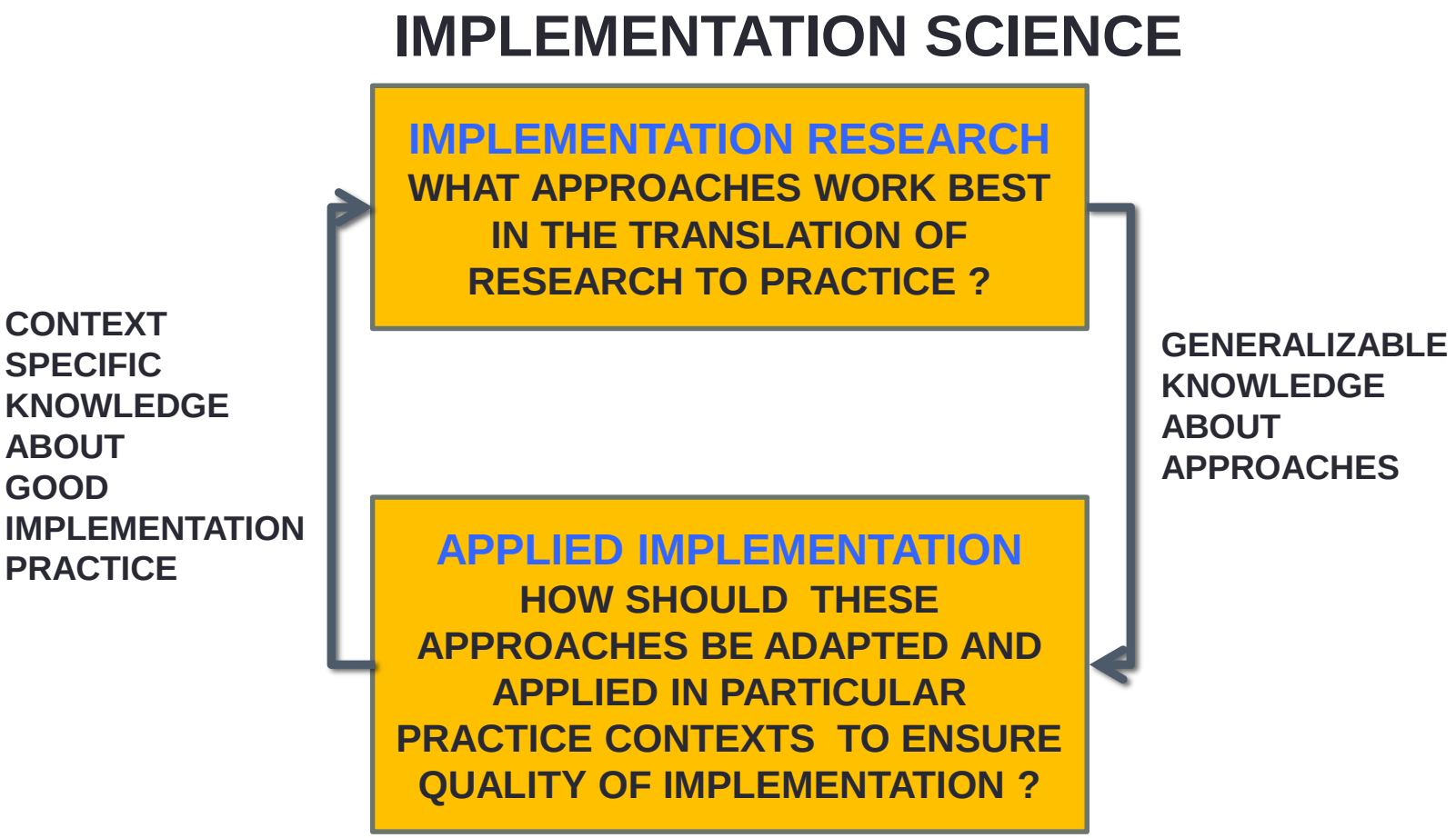
Rohit Ramaswamy

Gillings School of Global Public Health
University of North Carolina, Chapel Hill

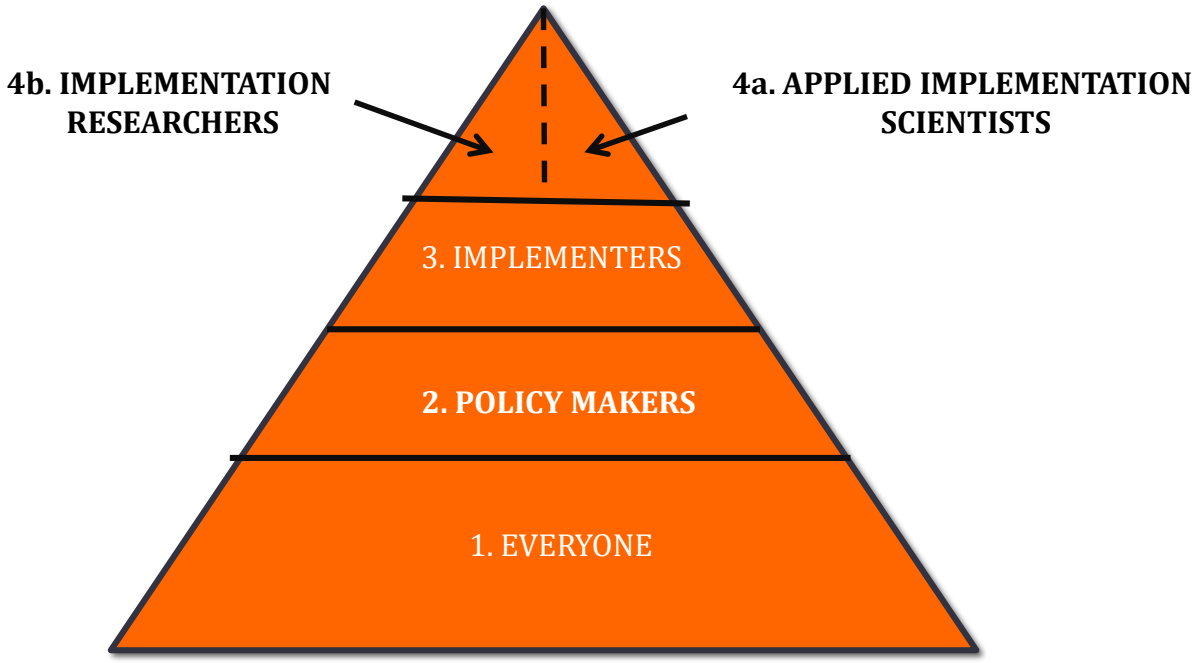
Introduction

- Implementation Science gaining significant interest in diverse global health settings for both researchers and practitioners
- Proliferation of capacity building programs
- Large variation in content and focus, primary emphasis still on research
- Conceptual and theoretical content does not translate well to practitioners and policy makers
- Need for a more coordinated approach to implementation science capacity building that identifies most useful content for different stakeholders

Need for Integrated Researcher/Practitioner Training



Tiered Training Approach



Definition of Tiers

Tier	Target Audience
1	Everyone
2	Decision or Policy Makers
3	Implementers
4a	Applied Implementation Scientists
4b	Implementation Researchers

Hypotheses about Learning Needs

Tier	Assumptions
1	A common understanding of the language, principles and purpose of implementation science
2	Identifying implementation challenges and supporting implementation science capacity building of program staff.
3	Knowing how to formulate implementation questions, select appropriate frameworks, implementation and improvement strategies and perform basic evaluation.
4a	Deep knowledge of the implementation research literature and skill in translating research for practitioners.
4b	Expertise in general research methods as well as in implementation research methods.

Experience to Date with Tiered Training

Tier	Duration	Location(s)
1	1- 2 hours	South Africa, Ghana, India, Thailand, Nigeria
2	TBD	TBD
3	2-3 days	South Africa, India
4	10 days	South Africa

Sample Course Structure – Tier 1

Duration	1-4 hours
Sample Content	• Consequences of implementation failure • How systematic implementation science affects program outcomes • Factors affecting implementation success • Exemplars of implementation strategies • Resources for further reading
Enabling adoption	• *Compatibility:* Compatibility with local context • *Complexity:* Minimize complexity, explain literature in simple terms

Sample Course Structure – Tier 2

Duration	TBD
Delivery format	Face to Face
Sample Content	• Consequences of implementation failure • How systematic implementation affects program outcomes • What implementation scientists do • The need to train implementation scientists • What policy makers can do to support implementation science
Enabling adoption	• *Relative Advantage*: Emphasize value of using implementation science in achieving outcomes • *Complexity*: Use jargon and research-free language • *Observability*: Provide clear examples

Sample Course Structure – Tier 3

Duration	2 to 3 days either as intensive or spread across multiple weeks
Sample Content	• Background, definition, importance of implementation science for practitioners • Common frameworks, selection criteria, examples of use • Criteria and cautions relating to adaptation • Guidelines for identifying and measuring individual, organizational and environmental determinants • Commonly used implementation strategies, approaches to testing and combining
Enabling adoption	• *Relative advantage:* Emphasize advantage of using implementation science approaches and tools to improve outcomes • *Compatibility:* Adapt delivery format and instructional approach based on student characteristic • *Complexity:* Use literature illustrating practical applications • *Trialability:* Use case studies and coaching to demonstrate examples of application • *Observability:* Provide examples of results from using systematic approaches to implementation

Sample Course Structure – Tier 4

Duration	Variable from 1-2 week intensives to semester long courses
Sample Content	• Current literature on implementation research
Enabling adoption	• *Compatibility:* Theory and methods compatible with researcher goals

Summary and Discussion

- Lot of experience in Tier 4 training to date, less experience in Tiers 1 to 3
- Not enough capacity to train Tier 4 to meet the global demand
- Capacity building program development for Tiers 1 and 3 have not been tested through research
- Initial offerings of capacity building programs in Tiers 1 and 3 have been enthusiastically received
- Adaptation during delivery is important – ability to “connect the dots” for practitioners is essential
- Each program has been customized and adapted during delivery– not scalable at the moment
- Much global interest in how to promote implementation science to policy makers

Implications for D&I Research

- Anecdotal support for the need for tiered training programs customizing content and delivery for various stakeholder groups
- Need for detailed learning needs assessment for Tiers 1,2,3 and 4a, and development and testing of syllabi.
- Need for research on *integrated* implementation of the tiered training approach on cohorts of researchers and practitioners
- Need for research on the effectiveness of *integrated* tiered capacity building on achievement of implementation outcomes
- Need for research on effective models for rapid adaptation and scale up of capacity building in implementation science.