Implementation Science: Communication as an enabler for change

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The Centre for Effective Services

Not for profit all-island organisation (Ireland and Northern Ireland)

Work with a range of government departments and agencies, not-for-profit and community organisations

Work across a range of sectors, including health, education, children and families, and public sector innovation

Ultimate aim is improve services and by extension the lives of people in Ireland
Presentation Overview

1. What is implementation science?

2. Six key messages from implementation science literature on communication

3. Planning for stakeholder engagement
What is Implementation Science?

Implementation refers to the art and science of incorporating innovations into typical service settings to benefit clients (children, families, adults and communities).

NIRN Implementation Brief, 2009

Implementation science is the scientific study of methods to promote the systematic uptake of research findings and other evidence-based practices into routine practice to improve the quality and effectiveness of services.

Bauer et al., 2015

**Diagram:**
- **Diffusion**
  - “let it happen”
- **Dissemination**
  - “help it happen”
- **Implementation**
  - “make it happen”

Greenhalgh et al., 2004
Why Implementation Science?

*Merely circulating documents to health professionals has only a small effect - evidence indicates need for implementation supports*

To change Health Professionals’ behaviour requires:

- Dissemination activities
- Implementation tools and resources
- Interactive education approaches
- Active implementation strategies
NCEC Implementation Resources

CES contracted by the National Patient Safety Office to develop and provide training and resources in Implementation Science for National Clinical Guidelines

NCEC Implementation Guide and Toolkit launched in September 2018

Training videos on NPSO Learning Zone
6 Key Messages About Communication

**Key Message 1**
Motivation of the targeted audience is important; however, the role and motivation of the organisation and system is more influential in supporting successful adoption of an innovation.

**Key Message 2**
Clearly and concisely describe how the intervention is new and different, balanced with how it is compatible with organisational values and current ways of working.

**Key Message 3**
State clearly why the intervention is better than before and how it will improve the work and outcomes.
# 6 Key Messages About Communication

<table>
<thead>
<tr>
<th>Key Message 4</th>
<th>Key Message 5</th>
<th>Key Message 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Filter the information to what is most valid and essential; this is an art as well as a science.</td>
<td>Begin with the use of mass media (emails, internal advertising and videos) to build initial knowledge and awareness; then move towards interpersonal channels to tackle any confusion, misinterpretation or resistance.</td>
<td>Opinion leaders within the system can act as effective sources of information to disseminate information about a new idea or way of working.</td>
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Planning for Stakeholder Engagement

Leaders can create implementation readiness by consulting all stakeholders in the decision-making process, by giving clear direction on the change, and by acknowledging and validating any concerns.
Stakeholder Engagement Tool
http://effectiveservices.org/resources/article/stakeholder-engagement-tool

**Identify**
Who are the stakeholders?

**Analyse**
How does it affect them?
What do we need from them?
How important is it to them?
How much influence do they have?

**Map**
What is the appropriate level of engagement?

**Plan**
What are potential barriers / enablers to engagement?
What is the engagement plan?
Who is responsible?
Levels of Engagement

**Inform**
Using pull communication (information is made available and onus is on stakeholder to find it) or push communication (information is actively broadcasted to stakeholders)

**Consult**
More limited part of the process – involved, but role is limited – stakeholders are asked questions and they respond

**Involve**
Two-way engagement with limits to their responsibility; they are part of the process.

**Collaborate**
Two-way engagement with joint learning, decision-making and actions; partner in the process
# Stakeholder Engagement Plan Template

<table>
<thead>
<tr>
<th>Level of Engagement</th>
<th>Potential Barriers to Engagement</th>
<th>Potential Enablers of Engagement</th>
<th>Engagement Plan</th>
<th>Responsibility for Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Inform</td>
<td>Prompts:</td>
<td>Prompts:</td>
<td>With the barriers and enablers in mind, identify engagement activities with associated timings and resources. Activity examples:</td>
<td>Name of individual/s</td>
</tr>
<tr>
<td>□ Consult</td>
<td>• What could they lose?</td>
<td>• How could they benefit?</td>
<td>• Meetings</td>
<td></td>
</tr>
<tr>
<td>□ Involve</td>
<td>• Lack of connections to them?</td>
<td>• Existing connections to them?</td>
<td>• Phone calls</td>
<td></td>
</tr>
<tr>
<td>□ Collaborate</td>
<td>• External influences?</td>
<td>• External influences?</td>
<td>• Press events</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Have they previously expressed resistance?</td>
<td>• Have they previously expressed interest?</td>
<td>• Letters</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Are they likely to be resistant?</td>
<td>• Are they likely to be interested?</td>
<td>• Newsletters</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Is significant effort needed from them?</td>
<td>• Is minimal effort needed from them?</td>
<td>• Websites</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Advertising</td>
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Thank You!

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Acknowledgements

• CES colleagues: Chris Minch, Katie Burke, Jonathan Barrett

• Dr Niamh O’Rourke and colleagues in Clinical Effectiveness Unit and National Patient Safety Office