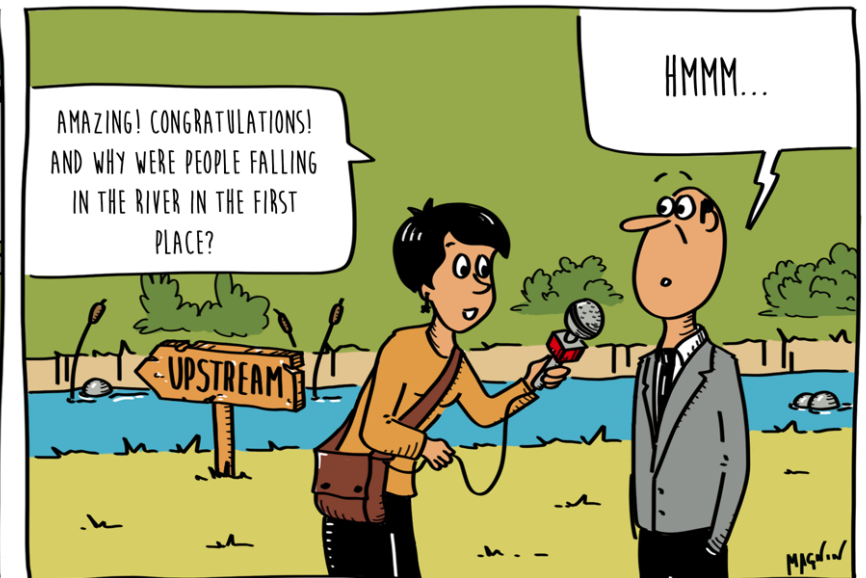
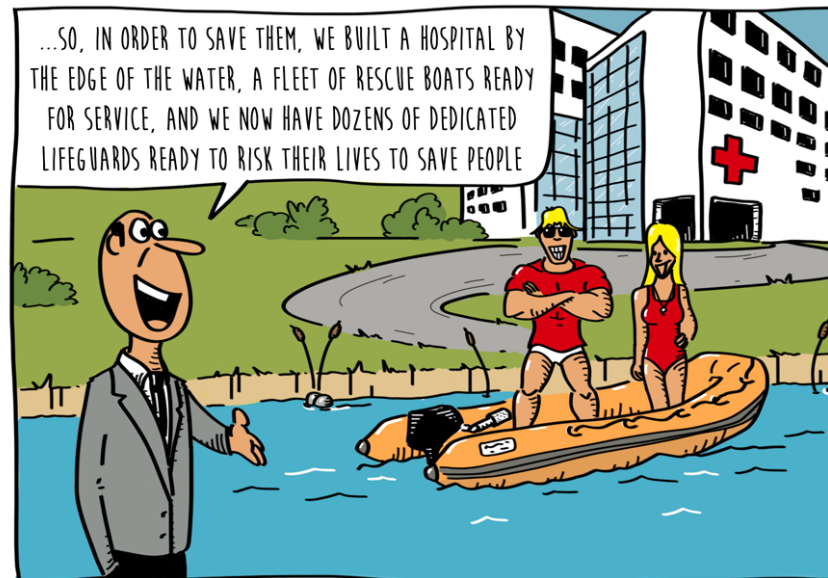
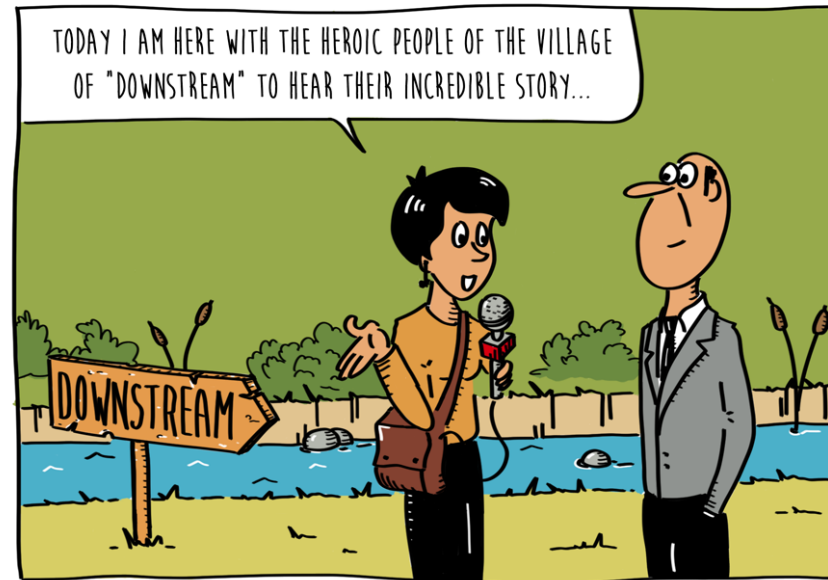


Lobby

In the chat box:

- Name, location, organization
- How does this cartoon reflect your current work?





Northwest (HHS Region 10)

PTTC

Prevention Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

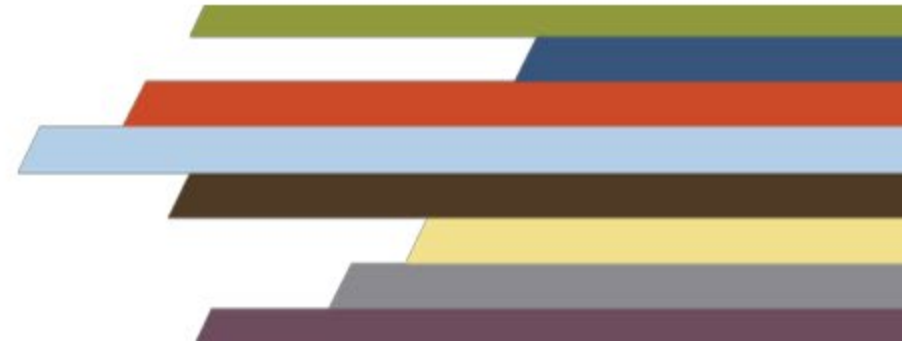


Balancing Fidelity & Adaptation

Tools and strategies for successful evidence-based program implementation and sustainability

January 12, 2022

Brittany Cooper, PhD, Washington State University





Northwest (HHS Region 10)

PTTC

Prevention Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration



The Northwest PTTC is a partnership led by the Social Development Research Group (SDRG) at University of Washington (UW) School of Social Work in collaboration with the Prevention Science Graduate Program at Washington State University (WSU), and the Center for the Application of Substance Abuse Technologies (CASAT) at the University of Nevada, Reno (UNR).

Northwest partnering institutes share a vision to expand the impact of community-activated prevention by equipping the prevention workforce with the power of prevention science.



Prevention Science
Graduate Program
WASHINGTON STATE UNIVERSITY



Disclaimer

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This webinar is being recorded and archived, and it will be available for viewing after the webinar. Please contact the webinar facilitator if you have any concerns or questions.

Upcoming Events!

- Getting Ready for Sustainability Planning, An Enhanced Prevention Learning Series
 - Thursdays, January 20 – March 3, 2022, from 12:00 p.m. – 1:30 p.m. Pacific Time
- One Choice Prevention: A Message of Hope and Science
 - February 15, 2022 @ 3:00 p.m. Pacific Time

Visit the PTTC Website to Learn More & Register: <https://bit.ly/3BkAc86>

Housekeeping



- Q&A Pod
- For technical support email Karen at ktotten@casat.org
- Webinar recording and presentation slides
- Certificates of attendance
- Chat box

A common story in prevention...



Yes! We did it! We got the grant to implement an evidence-based program (EBP).

A common story in prevention...

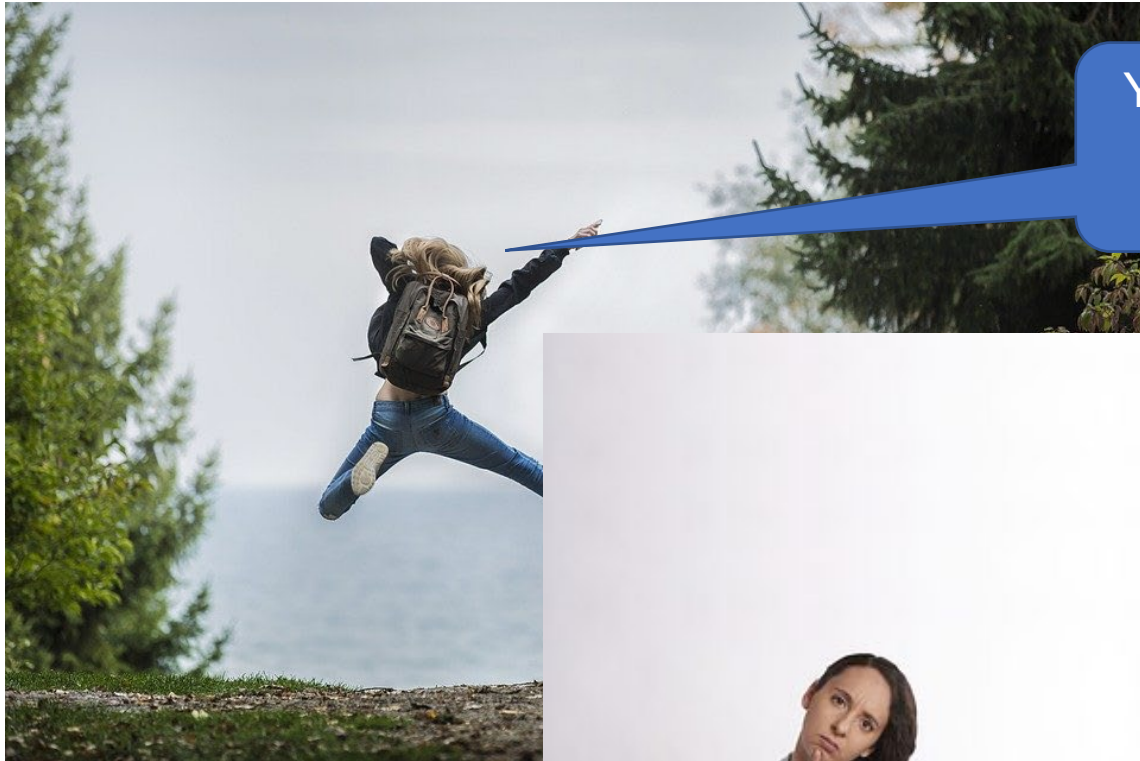


Yes! We did it! We got the grant to implement an evidence-based program (EBP).

But wait ... the EBP may need some tweaking to make it work in our community.



A common story in prevention...



Yes! We did it! We got the grant to implement an evidence-based program (EBP).

But wait ... the EBP may need some tweaking to make it work in our community.



We need to make some tough choices about how to adapt the EBP to fit our needs and maintain fidelity.



A common story in prevention...



Yes! We did it! We adapted the program and maintained fidelity.

A common story in prevention...



Yes! We did it! We adapted the program and maintained fidelity.



Our program is a success – and we are having a positive impact on our community!

A common story in prevention...



Yes! We did it! We adapted the program and maintained fidelity.



Our program is a success – and we are having a positive impact on our community!

Our grant is coming to an end. We have to find more funding!!!



Today's goal...

I have the tools I need to determine when and how to make thoughtful adaptations while still maintaining fidelity AND for proactively planning for sustainability. I am confident I can build the necessary capacity to implement and sustain my program and its impact well beyond the end of one grant!



Webinar Objectives

- Increase understanding of research on evidence-based program (EBP) fidelity, adaptation, and sustainability.
- Learn 5 best practices for how to balance EBP fidelity and adaptation to achieve positive and sustained program outcomes.
- Learn 4 key ingredients for successful EBP sustainability.
- Introduce you to tools and resources to support EBP implementation and sustainability.

Today's Plan

- Part 1: Define the puzzle pieces and review the research.
- Part 2: Introduce two research-based tools & strategies.
- Part 3: Discuss how you can put the pieces together using these research-based tools & strategies.

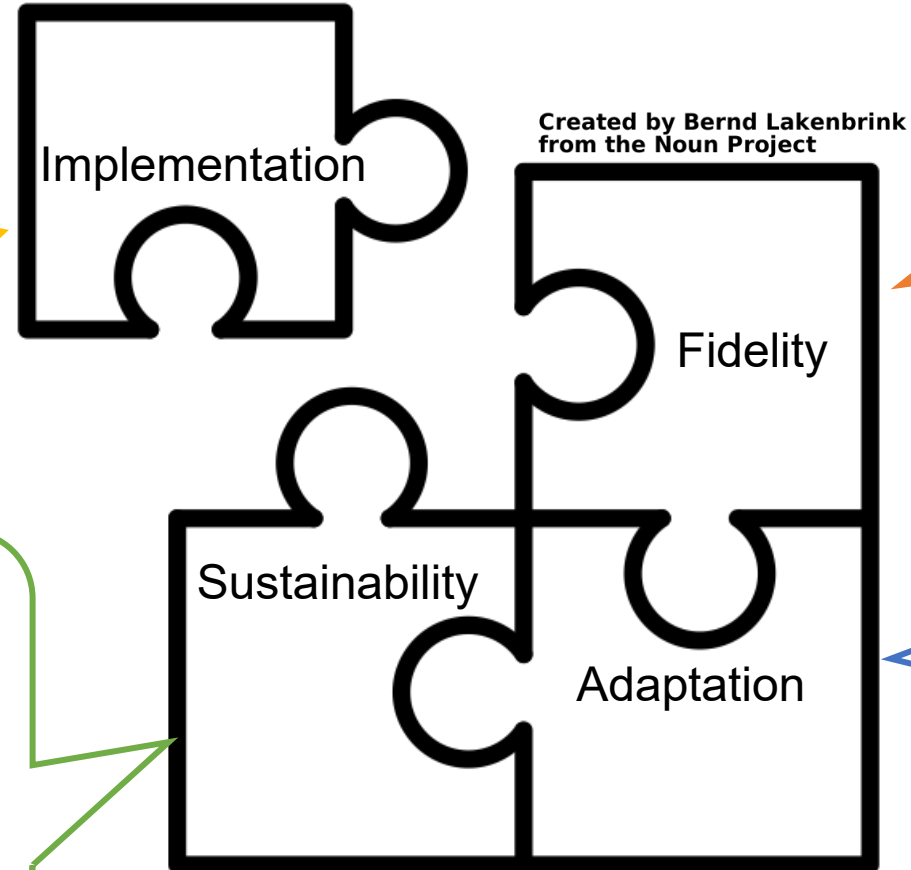


Part 1: Define the puzzle pieces and
review the research.



The Puzzle Pieces

Implementation consists of multiple dimensions and is the process of integrating an evidence-based program (EBP) into a setting.



Fidelity is the extent to which the EBP was delivered as planned, representing the quality & integrity of the EBP as conceived by the developers.

Sustainability is described as “continued use of program components and activities for the continued achievement of desirable program and population outcomes.”

Adaptation is the degree to which an EBP is changed to fit the setting or to improve fit to local conditions.

How do these pieces fit together?

Four models/frameworks can help us answer this question.

1. Kemp (2016): The Recipe Analogy
2. Bertram et al. (2015): Implementation Stages & Drivers
3. Berkel et al. (2011): Integrated Model of Program Implementation
4. Chambers et al. (2013): Dynamic Sustainability Framework

Fidelity vs. Adaptation



← FIDELITY

← ADAPTATION

The Fidelity Argument

- Best not to tinker with a proven-effective program.
- If making changes, cannot be assured to achieve same positive outcomes.
- Should take advantage of the researchers' expertise about the EBP.

Remember...
Betty Crocker
FROSTING!

Allergy Note: This product contains wheat and milk ingredients.

You will need:

- 1 1/4 Cups Water
- 1/3 Cup Vegetable Oil
- 3 Eggs*

1 Heat oven to **350°F** for shiny metal or glass pan or **325°F** for dark or nonstick pan. **Grease bottom only** of 13"x9" pan or bottom and sides of all other pans (use paper baking cups for cupcakes).

2 Beat cake mix, water, oil and eggs on **low speed 30 seconds**, then on **medium speed 2 minutes**, scraping occasionally. **Pour** into pan.

3 Bake as directed below or until **toothpick** inserted in center comes out clean. Cool 10 minutes before removing from pan. Cool completely before frosting.

Pan Size	15"x9"	Two 8" Rounds	Two 9" Rounds	24 Cupcakes (2/3 full)	12-Cup Fluted Tube (bundt)
Bake Time (in minutes)**	29-34	29-34	24-29	17-22	39-44

**If using dark or nonstick pan, lengthen bake time 3-5 minutes.
HIGH ALTITUDE (3500-6500 ft): No change.
*NO-CHOLESTEROL RECIPE: Please visit www.BettyCrocker.com/NoCholesterolCake

Strawberry Yogurt Cake

Strawberries & yogurt combine to make this refreshing treat!

1 box Betty Crocker® SuperMoist® golden vanilla cake mix | 1 container (6 oz) Tostitos® Original 99% Fat Free strawberry yogurt
1/2 cup water | 1 container Betty Crocker® Whipped vanilla frosting
1/3 cup vegetable oil | 1 quart (4 cups) strawberries
3 egg whites

1. Beat oven to 350°F (JUST for dark or nonstick pans). Generously grease and lightly flour, or spray with baking spray with flour, two 8-inch or 9-inch round pans. In large bowl, beat dry cake mix, water, oil, egg whites and yogurt on low speed 30 seconds, beat on medium speed 2 minutes. Pour into pans.
2. Bake 8-inch rounds 26 to 30 minutes, 9-inch rounds 22 to 26 minutes, or until toothpick inserted in center comes out clean. Cool 10 minutes. Run knife around sides of pans to loosen cakes; remove from pans to cooling rack. Cool completely, about 1 hour.
3. Place 1 cake layer, rounded side down, on serving plate. Spread 1/3 cup frosting over layer to within 1/2 inch of edge. Cut about 10 strawberries into 1/2-inch slices, arrange on frosted layer. Top with second layer, rounded side up. Frost side and top of cake with remaining frosting. Cut remaining strawberries in half, arrange on top of cake. Store loosely covered in refrigerator. **12 servings**

High Altitude (3500-6500 ft): Bake 8-inch rounds 26-30 min, 9-inch rounds 22-26 min.
©2009 General Mills



The Adaptation Argument

- In the real-world, adaptations happen!
- Programs should be adapted to meet the unique conditions and needs of the local community.
- Practitioners' expertise about local community should inform local implementation of an EBP.

Remember... Betty Crocker FROSTING!

Allergy Note: This product contains wheat and milk ingredients.

You will need:

- 1 1/4 Cups Water
- 1/3 Cup Vegetable Oil
- 3 Eggs*

1 Heat oven to 350°F for shiny metal or glass pan or 325°F for dark or nonstick pan. Grease bottom only of 13"x9" pan or bottom and sides of all other pans (use paper baking cups for cupcakes).

2 Beat cake mix, water, oil and eggs in large bowl on low speed 30 seconds, then on medium speed 2 minutes, scraping bowl occasionally. Pour into pan.

3 Bake as directed below or until toothpick inserted in center comes out clean. Cool 10 minutes before removing from pan. Cool completely before frosting.

Pan Size	15"x9"	Two 8" Rounds	Two 9" Rounds	24 Cupcakes (2/3 full)	12-Cup Fluted Tube (bundt)
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*NO-CHOLESTEROL RECIPE: Please visit www.BettyCrocker.com/NoCholesterolCake

Strawberry Yogurt Cake

Strawberries & yogurt combine to make a moist cake!

1 box Betty Crocker® SuperMoist® golden vanilla cake mix
1/2 cup water
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3 egg whites

1 container (8 oz) Betty Crocker® whipped vanilla frosting
1/2 cup (1/2 inch) strawberries

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High altitude (3500-6500 ft): Bake 8-inch rounds 28-30 min, 9-inch rounds 22-26 min.
© 2009 General Mills

ADAPTATION

The Recipe Analogy

Basic Plain MECSH 'Cake'

INGREDIENTS

- Sustained structured nurse home visiting (minimum 25 visits to schedule antenatal to child age 2)
- Supporting mother and child health and wellbeing
- Supporting mothers to be future oriented and aspirational
- Child development parent education program (comprehensive and structured)
- Supporting family and social relationships
- Trained postgraduate nursing workforce
- Embedded in universal primary, secondary and tertiary child and family health service (including social care practitioner in program team)

METHOD

- Home visiting: scheduled timing and quantity
- Partnership between the nurse and the family
- Group activities
- In-reach (resources drawn into the program to support families and practitioners) and out-reach (referral) processes

EQUIPMENT

- Practitioner and service capacity to identify and respond to families with remediable risk in the population – where and when needed
- Effective staff training and supervision systems
- Effective management and leadership
- Access to resources to support families and practitioners
- Tiered, ecological and multidisciplinary approach to support family, practitioner and service capacity building
- Proportionate universal approach with service for vulnerable families embedded within the broader universal service system
- Data tools and system for fidelity and quality monitoring

Variations

PROGRAM FOR ABORIGINAL INFANTS (NSW: 1 SITE)

- Incorporate Supporting Families Early (universal healthy child program)
- Incorporate Aboriginal Maternal and Infant Health Strategy
- Integrate with Aboriginal child and family services
- Add Aboriginal Health Education Officers
- Add 'Lift the Lip' oral health program
- Modify local Failure to Attend policy

PROGRAM FOR NON-ABORIGINAL INFANTS (NSW: 1 SITE)

- Incorporate Supporting Families Early (universal healthy child program)
- Add 'Lift the Lip' oral health program
- Modify local Failure to Attend policy

MECSH SEOUL (SOUTH KOREA: 8 SITES)

- Establish universal child and family health nursing program
- Add Purple Crying
- Add NCAST Parent Child Interaction (PCI) Feeding and Teaching Scales

MECSH UK (8 SITES)

- Incorporate universal Healthy Child Program
- Add Ages and Stages Questionnaire
- Add European Early Promotion Project (EEPP) Promotional Guides (1 site only)

FIDELITY

ADAPTATION

Fig. 1 Basic Plain Cake with Variation recipe and MECSH example

Balancing Fidelity & Adaptation

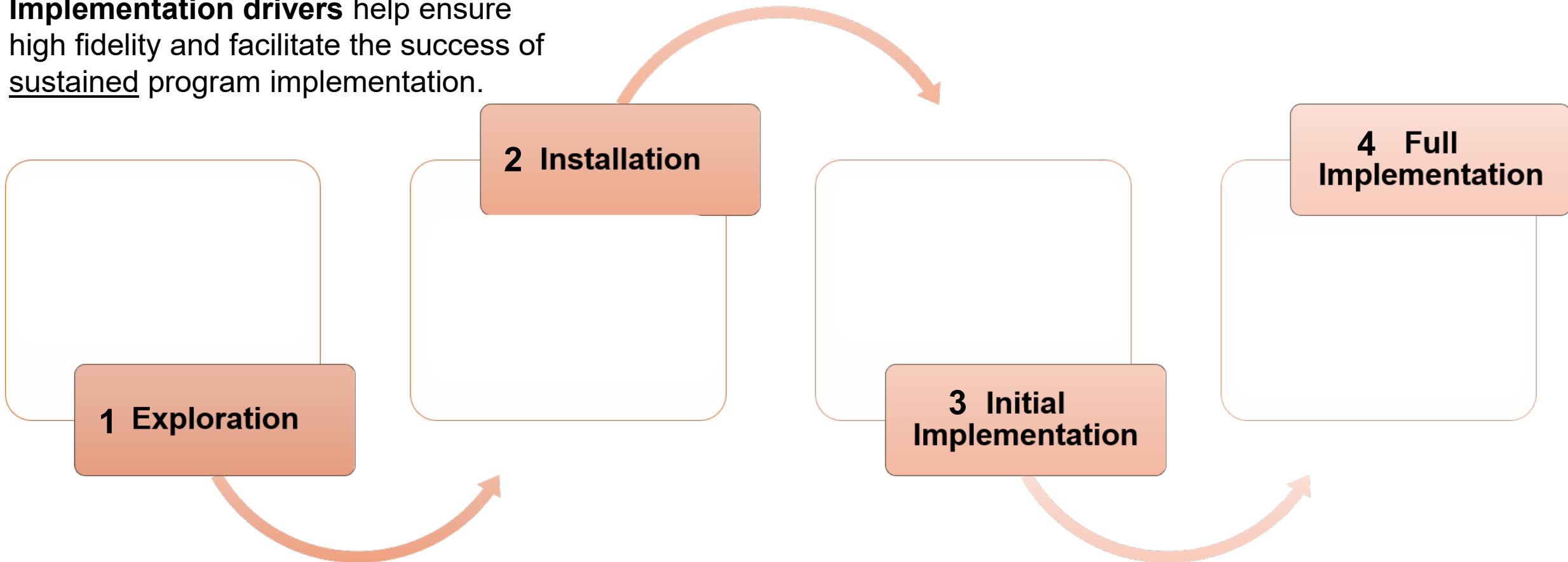
- Adaptations can occur within the context of low or high fidelity.
- Not all adaptations deviate from the programs' original design and theory.
- ***Making thoughtful adaptations while maintaining fidelity is possible!***



Implementation Stages

Implementation drivers help ensure high fidelity and facilitate the success of sustained program implementation.

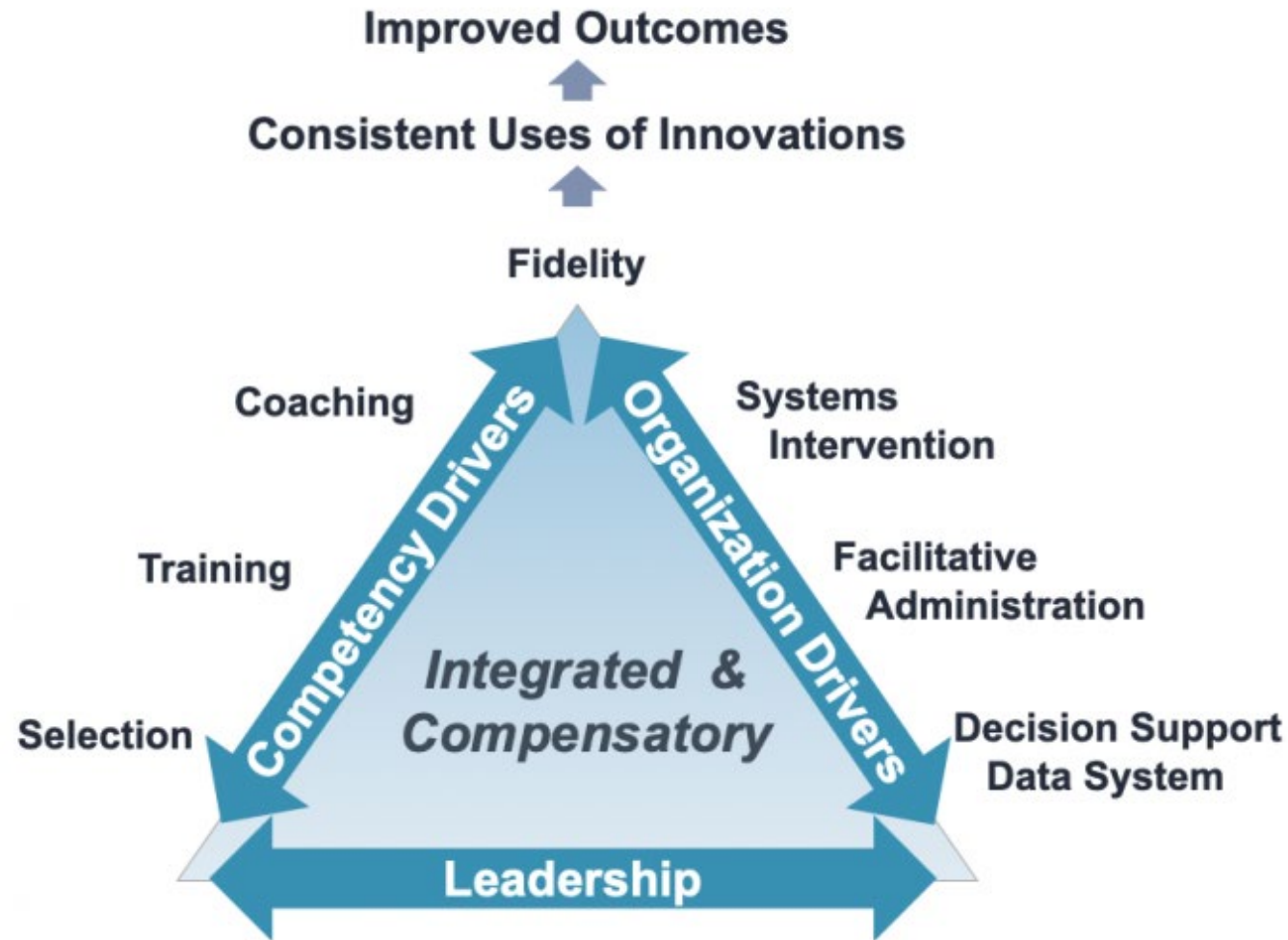
In the chat box: Where do decisions about fidelity and adaptation take place? Which stage(s)?



National Implementation Research Network (NIRN) Active Implementation Hub: <https://nirn.fpg.unc.edu/ai-hub>

Bertram, R. M., Blase, K. A., & Fixsen, D. L. (2015). Improving programs and outcomes: Implementation frameworks and organization change. *Research on Social Work Practice, 25*(4), 477-487.

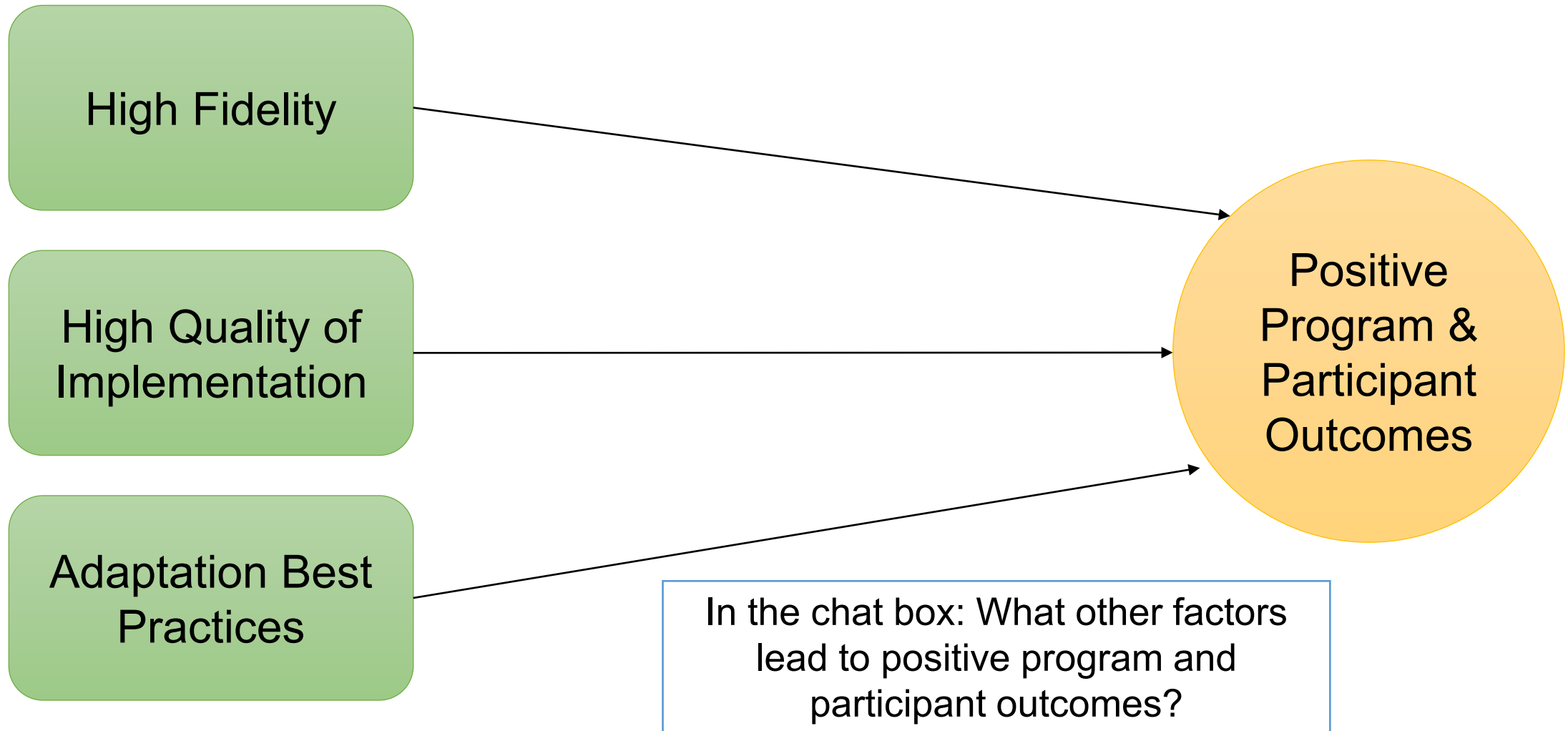
Implementation Drivers



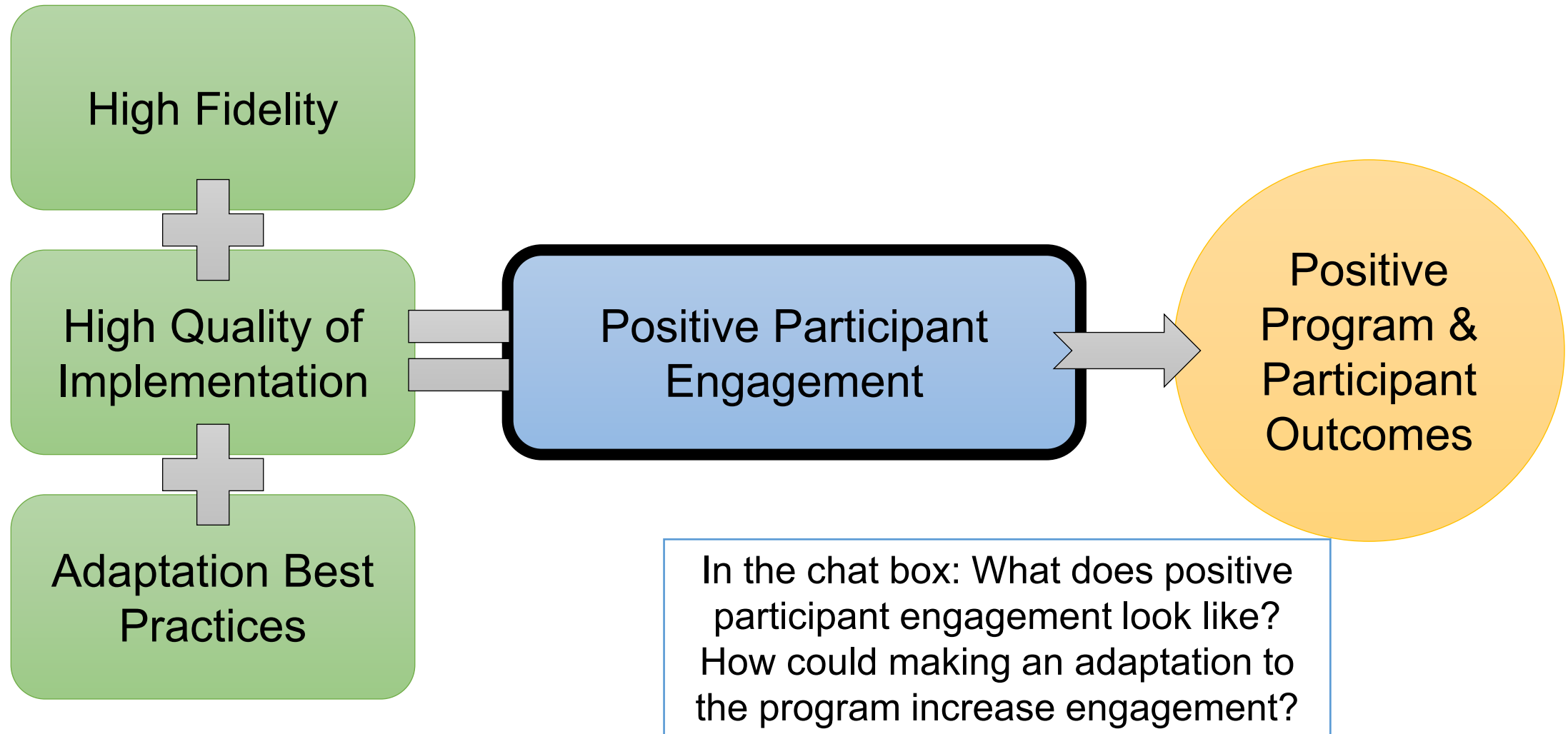
For more information on the implementation drivers:

<https://nirn.fpg.unc.edu/resources/handout-12-implementation-drivers>

Integrated Model of Program Implementation

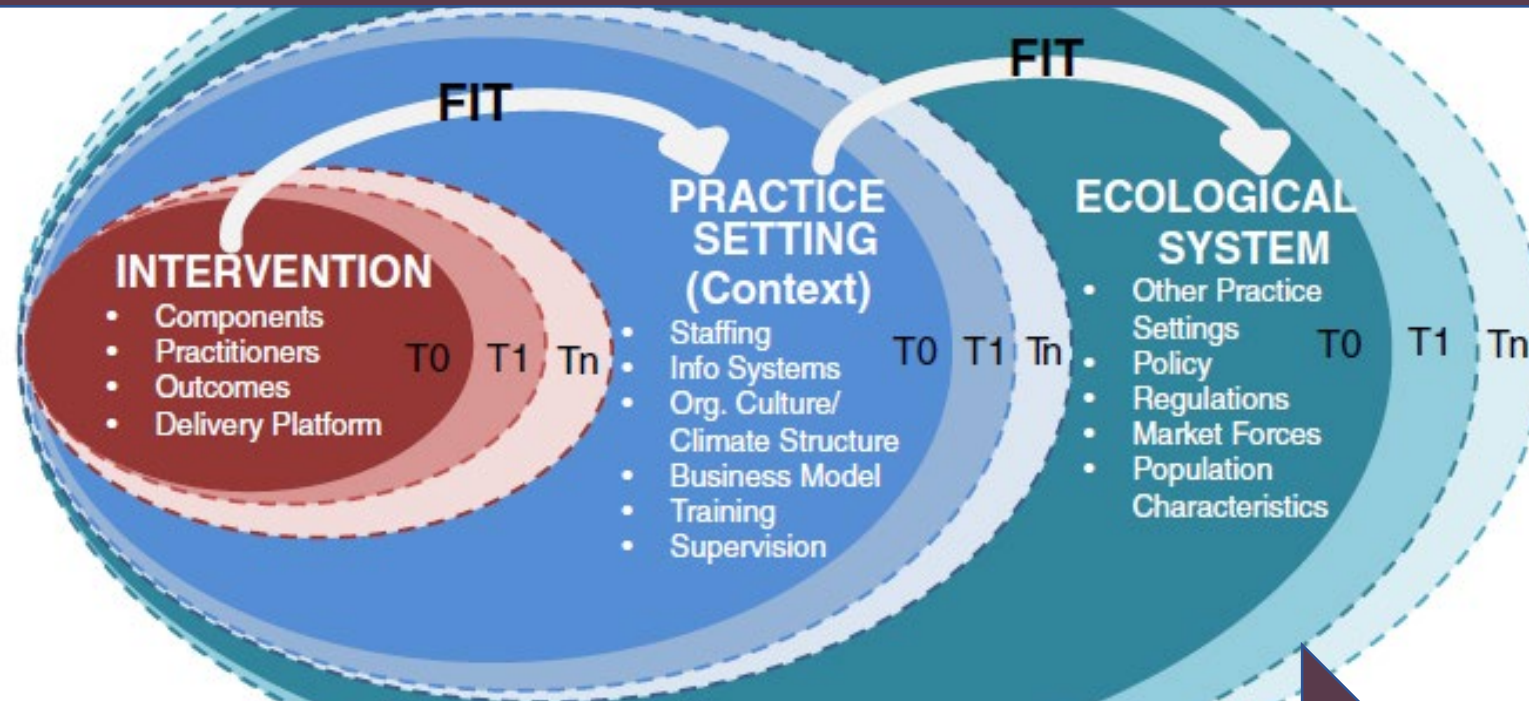


Integrated Model of Program Implementation



Dynamic Sustainability Framework

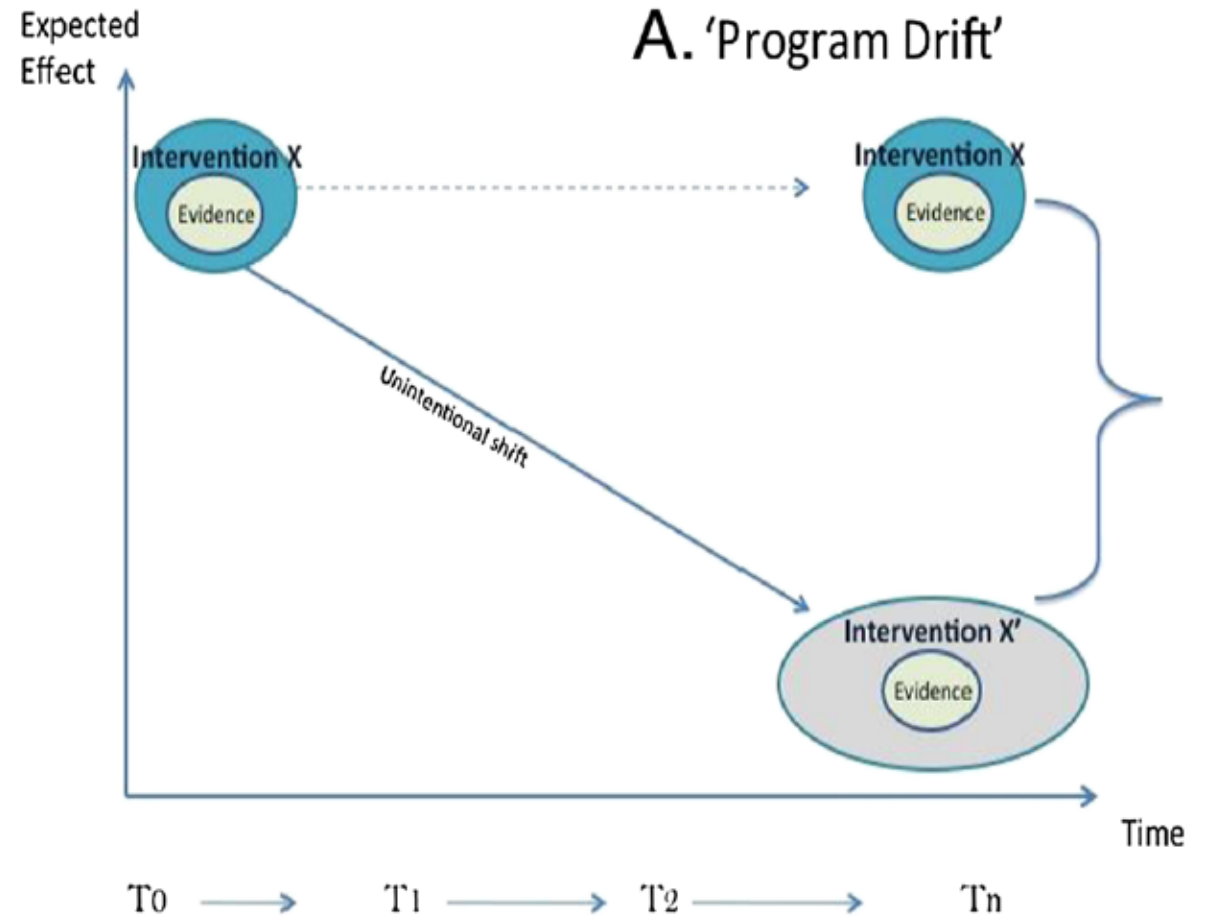
“Sustainability has evolved from being considered as the endgame ... to a suggested ‘adaptation phase’ that integrates and institutionalizes interventions within local organizational and cultural contexts.”



Continued learning and problem solving, ongoing adaptation, ongoing improvement in outcomes

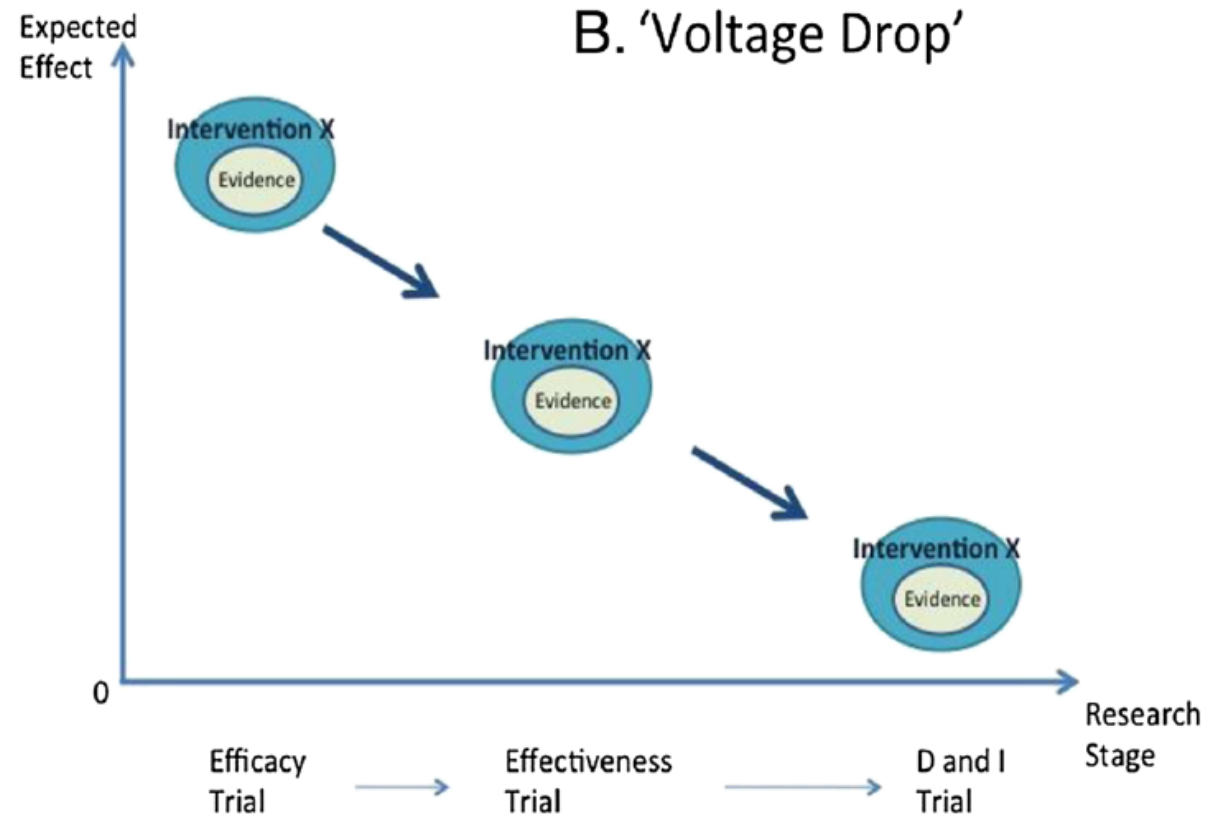
Assumption #1: Program Drift

- Expected effect of an EBP is presumed to decrease over time as practitioners adapt it
- But, practitioners' thoughtful adaptations can help maintain or even improve outcomes



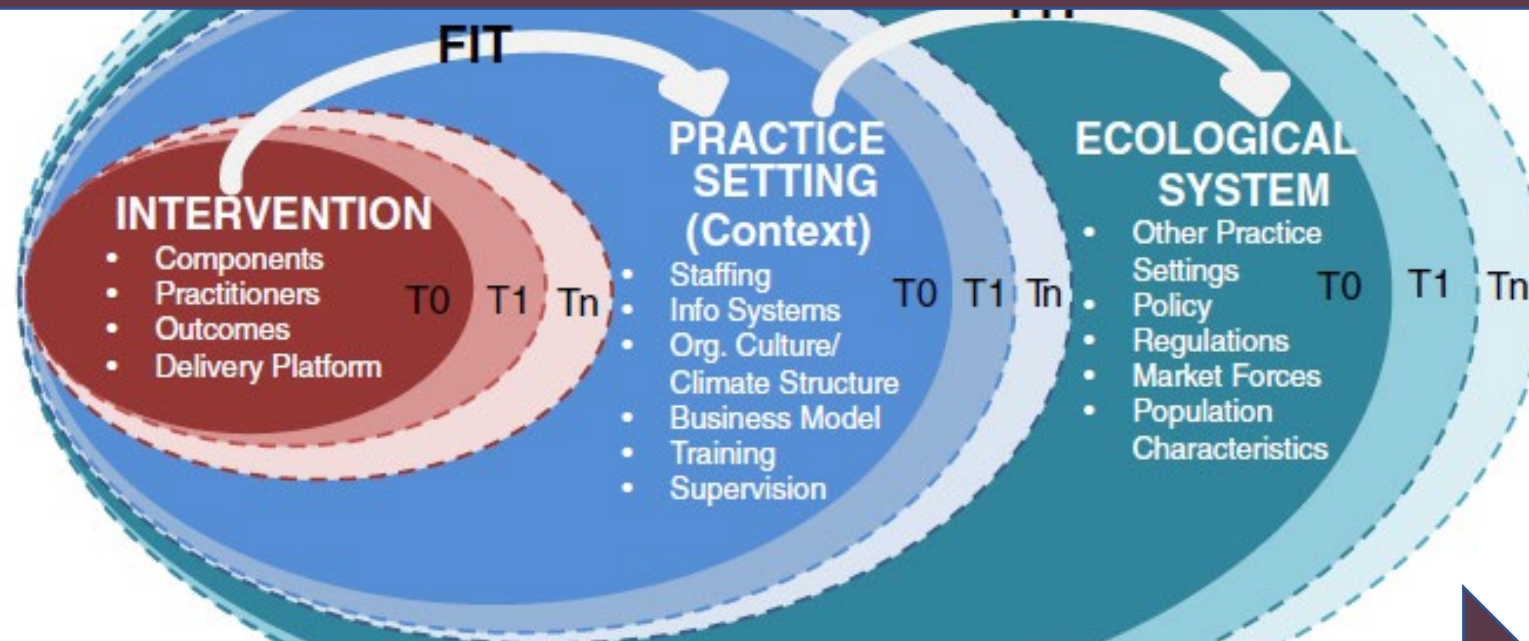
Assumption #2: Voltage Drop

- Expected effect of an EBP is presumed to decrease over time as testing moves from highly controlled research studies to more real-world settings
- But, EBP can be optimized by learning from implementation in diverse contexts




Dynamic Sustainability Framework

This framework “rejects the notion that an intervention can be optimized prior to implementation” and suggests that “the most compelling evidence on the maximal benefit of any intervention can only be realized through ongoing development, evaluation and refinement in diverse populations and systems.”

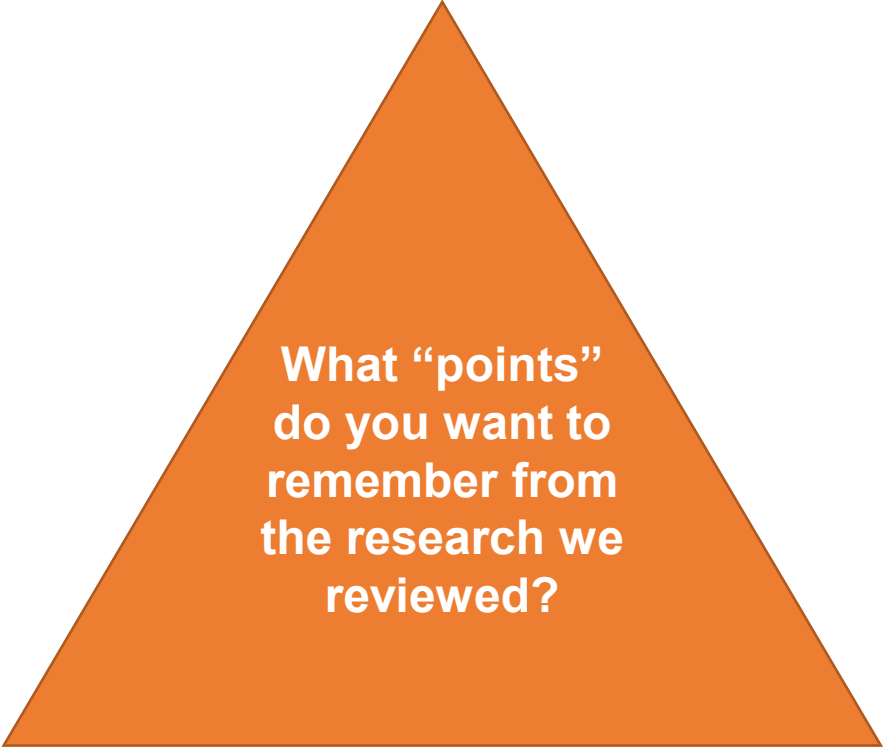


Continued learning and problem solving, ongoing adaptation, ongoing improvement in outcomes


In the chat box ...

A solid blue square containing white text.

What “squared” with you
about the research we
reviewed?

A solid orange triangle containing white text.

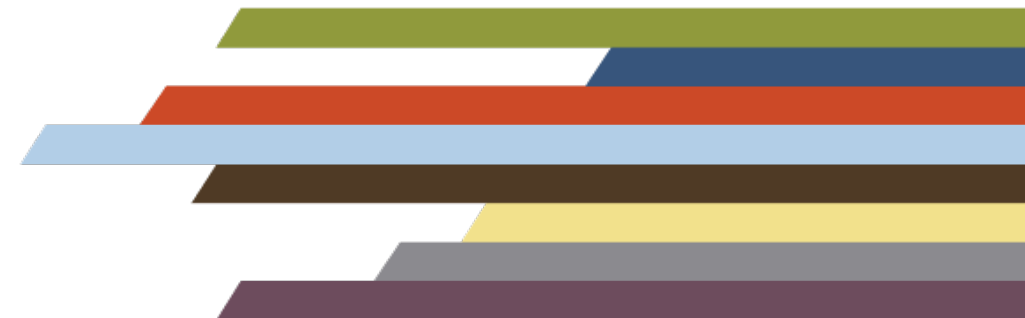
What “points”
do you want to
remember from
the research we
reviewed?

A solid green circle containing white text.

What question(s)
are still circling in
your mind about
the research we
reviewed?



Part 2: Introduce research-based tools & strategies.



Tools & Resources

BALANCING FIDELITY AND ADAPTATION: A GUIDE FOR EVIDENCE-BASED PROGRAM IMPLEMENTATION



Abstract

The adoption of an effective program is only the first step toward achieving the positive youth and family outcomes community-based organizations aim to achieve. Research has demonstrated time and time again that high-quality implementation is critical if evidence-based programs are to attain their intended goal of improved youth and family outcomes. However, there continues to be substantial debate about whether evidence-based programs should be flexibly adapted to fit local contexts versus delivered with strict fidelity.

This fact sheet will delve into the science of this debate, provide a useful analogy for understanding that science and present a best practices guide aimed at helping program coordinators and implementers effectively balance program fidelity with local adaptations in order to best meet the needs of their local communities.

The Fidelity versus Adaptation Debate: What can we learn from prevention science?

Prevention science has made tremendous advances in the past four decades in determining which programs are most effective at enhancing youth and family well-being in areas such as prosocial behavior and parent-child bonding, and preventing poor outcomes like youth substance use, delinquency, and violence (National Research Council & Institute of Medicine 2009). These programs are referred to as evidence-based programs because they are theoretically sound interventions that have been evaluated using a well-designed study and have demonstrated significant improvements in their targeted outcomes. In other words, research has demonstrated that participants who received the evidence-based program had significantly better outcomes in

comparison to people who did not receive the program – and the only explanation for these better outcomes is the exposure to the program.

However, prevention science is increasingly recognizing that research evidence is only one piece of the puzzle (Kemp 2016). The program coordinators and implementers charged with delivering these evidence-based programs have years of experience and expertise about what works in their communities – this is often referred to as contextual or experiential evidence – and this type of evidence should also play a role in determining which evidence-based program to adopt and how to implement that program in a specific community (<https://vetoviolence.cdc.gov/understanding-evidence>).

Making decisions about how to adhere to the dosage, content, and structure of the program as it was originally designed (i.e., program fidelity) while adapting to local contexts is challenging and complex, particularly with limited resources, and program implementers are often left to make these decisions without much guidance. Fortunately, this fact sheet can offer some help.

Fidelity versus Adaptation: What does the research say?

Within the field of prevention science, there is still some debate about whether evidence-based programs should be adapted to fit local contexts versus delivered with strict fidelity (Barrera et al. 2017; Chambers and Norton 2016; Kemp 2016; Perez et al. 2015). Those who are proponents of the ‘fidelity argument’ say it is best not to tinker with a proven-effective program because if local implementers make changes, there is no guarantee that the evidence-based program will achieve the same positive outcomes as it did during the research studies that proved its effectiveness. The ‘fidelity argument’ also suggests that communities should leverage the program developers’ expertise and thus deliver the program as originally designed with as little



HOW CAN WE KEEP IT GOING? KEY INGREDIENTS FOR EVIDENCE-BASED PROGRAM SUSTAINABILITY

5 Best Practices for EBP Implementation



1: Select the EBP that meets your needs

- Are targeted outcomes relevant & acceptable?
- Strong evidence with targeted population?
- Will content & methods be accessible & appealing to targeted population?
- Pick a program that will need the least amount of adaptation and one whose developer/trainer is willing to work with you.

The **NIRN's Hexagon Tool** can be used by communities to better understand how a new or existing program fits into an implementing site's existing context.
<https://nirn.fpg.unc.edu/resources/hexagon-exploration-tool>



2: Determine the key program elements

- Ideally, you can get this info from the program developer/trainer
- Gather program materials
 - Statement of goals, summary of underlying theory, facilitator guide
- Develop program logic model

The **CDC's SELECT, ADAPT, EVALUATE!** offers tools for how to identify the essential elements of your program.

<https://vetoviolence.cdc.gov/apps/adaptation-guidance/>

The **University of Kansas's Community Toolbox** offers excellent resources for developing a program logic model. <http://ctb.ku.edu/en>



3: Assess the need for adaptation

- Identify & categorize mismatches
 - Program goals/objectives
 - Characteristics of target population
 - Characteristics of implementing agency
 - Characteristics of community
- In consultation with developer & using best-practice guidelines, decide if adaptation is necessary.

The **CDC's SELECT, ADAPT, EVALUATE!** offers tools for how to select and adapt an EBP to fit your community.

<https://vetoviolence.cdc.gov/apps/adaptation-guidance/>



4: Adapt the program using best practices

- If needed, make adaptations in consultation with program developer/trainer.
- Acceptable ('green light') vs. risky ('red light') adaptations
- Stay true to duration, intensity, and key elements of the program.

The **CDC's SELECT, ADAPT, EVALUATE!** offers guidance on “green light” and “red light” adaptations. <https://vetoviolence.cdc.gov/apps/adaptation-guidance/>



5: Develop continuous quality improvement plan

- Document and discuss progress regularly
 - Fidelity
 - Adaptations
 - Participant engagement
 - Participant outcomes
- Use implementation monitoring tools
- Stay up to date on program revisions

The **CDC's SELECT, ADAPT, EVALUATE!** offers tools for tracking and evaluating adaptations. <https://vetoviolence.cdc.gov/apps/adaptation-guidance/>



5 Best Practices for EBP Implementation

In the chat box: Do you think these best practices will improve your work? If so, how?



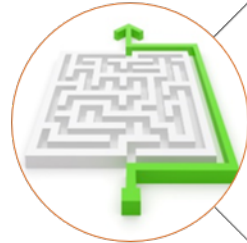
4 Keys to Program Sustainability



1: Program Characteristics



Flexibility and adaptability to different settings (while maintaining fidelity).



Less complexity and fewer resource requirements.



Alignment with the organization's goals and routines.

2: Organizational Capacity & Support



Supportive leadership committed to program's success.



Necessary human and financial resources.



Effective organizational systems to support program implementation.

3: Community Capacity & Support



Supportive social, political, and economic climate.



Relationships with leaders and organizations with similar goals.



Supportive policies, resources, and advocates.

4: Sustainability Planning

Step 1: Prepare and Assess Your Program

- Define the program being assessed and identify participants for the assessment process.
- Complete the **Program Sustainability Assessment Tool (PSAT)** with key program stakeholders.



Step 2: Develop an Action Plan

- Assemble a sustainability planning team.
- Review your program's mission and purpose.
- Review the PSAT results.
- Prioritize sustainability capacity building areas.
- Develop an action plan with specific steps aimed at building this capacity.



Step 3: Take Action

- Implement the action plan.
- Reassess sustainability capacity with the PSAT annually.

Program Sustainability Assessment Tool



Environmental Support

“We have a wonderful relationship with [county health dept official] and ...he’s saying he’d like to see the program in every middle school in the county...He’s getting excited about it!”



Environmental Support includes connecting with and cultivating champions inside and outside your organization who are committed to advocating for your program.

Funding Stability



“It’s true that when we had that grant it really, it fully funded us. I didn’t have to kind piecemeal things together. When we lost that, I think we tried for a while to piecemeal it together through various grants and pull a little from, it just wasn’t sustainable.”

Funding stability includes establishing stable financial support for your program.

Partnerships

Partnerships include developing strong relationships between your program and the organizations, leaders, and community members that play a role in supporting its success.



“As soon as the funding kind of dropped and the collaboration about that, then it just was kind of on our own to do. I think it definitely could be more successful, but without some other players at the table it’s kind of all on us right now to continue it.”

Organizational Capacity

Organizational capacity includes having the organizational support and resources necessary to successfully manage and implement your program.



“You’ll have that coordinator piece, because you can get staff to come in, but to coordinate, get everything together that you need, you need that one person to really solidify the program. I think that’s key to making it really go.”

Program Evaluation

“...we look at [the evaluation report] and we have a meeting about it and we talk about it amongst the facilitators. We usually just go over it together and have the conversation and that’s about it.”



Program evaluation includes having the ability to collect, interpret, and use data to assess your program’s impact, and plan and advocate for its future and ongoing success.

Program Adaptation

“...we find that a couple of the youth activities are kind of like what, the youth are not interested. So, okay what we've done ... is we have taken other like ropes course activities or something and plugged them instead if they have the same objective or similar objective. So, that the kids are still moving towards that, meeting that objective for the week, but with a different activity.



Program adaptation includes using empirical and experiential information to adapt the program to fit changing contexts and conditions in order to assure its ongoing success and impact.

Communication

“...the board has in their minutes a time in the meeting where they always just have good news that they present, and so we always talk about the Strengthening Families Program, and kind of let them know how many families took it, how received it was, yeah, I always ask them to come.”



Communication includes using specific strategies to increase awareness of your program’s needs and to demonstrate its success to key stakeholders and the broader community.

Strategic Planning

Strategic planning includes systematically and proactively developing a plan to guide your program's long-term outcomes and future goals.



“...there is no formal plan yet, but the organization right now is going through strategic planning process. Over the last year we’ve tried to really hone in on, with the researches we have, what we can put our efforts in that could change, with our strategic planning process. But we are going through that now and I think that we’ll have some guidance with what we need to put our energy into.”

4: Sustainability Planning

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Step 3: Take Action

- Implement the action plan.
- Reassess sustainability capacity with the PSAT annually.

Sustaintool.org

Go to this page and explore: <https://sustaintool.org/psat/assess/>
In the chat box: Do you think this tool will improve your work?
If so, how?





PSAT Program Sustainability Assessment Tool

Understand Assess Plan Resources About Us Services

Welcome to the online Program Sustainability Assessment Tool.

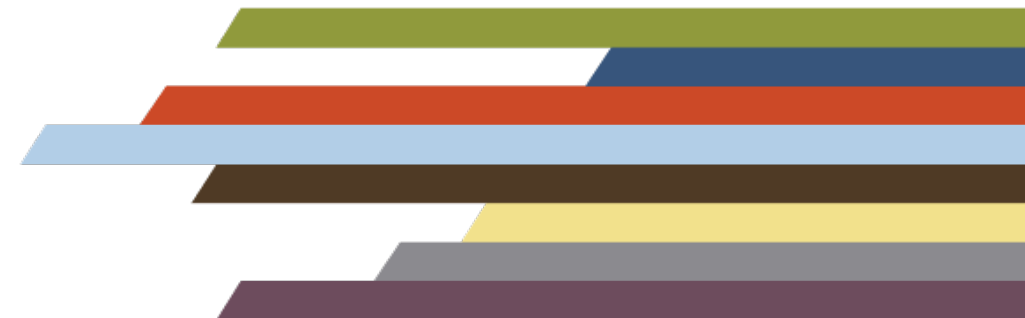
Rate the sustainability capacity of your program to help plan for its future.

GET STARTED

- **1. Understand**
Understand the factors that influence a program's capacity for sustainability.
- **2. Assess**
Use the Program Sustainability Assessment Tool to assess your program's capacity for sustainability.
- **3. Review**
View results from your assessment as a Sustainability report.
- **4. Plan**
Develop an Action Plan to increase the likelihood of sustainability.



Part 3: Discuss how you can put the pieces together using these research-based tools & strategies.



1 Select EBP that meets your needs



2 Determine core elements that make EBP effective



3 Assess the need for adaptation



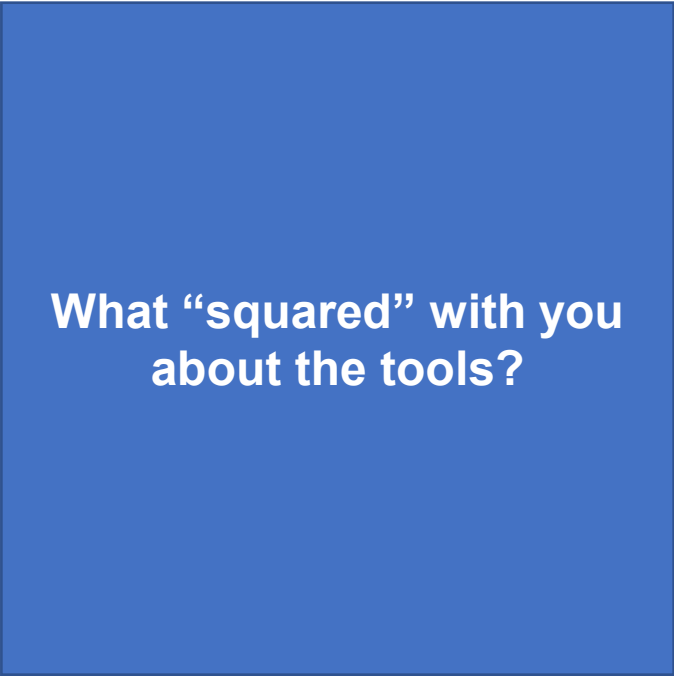
4 Adapt EBP using best practices



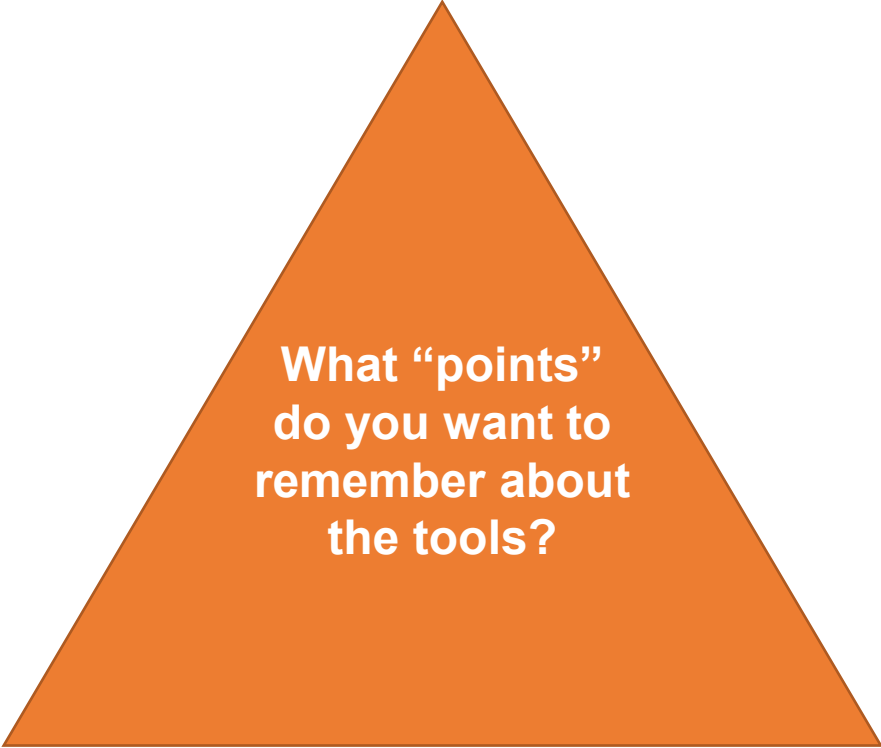
5 Develop continuous quality improvement plan



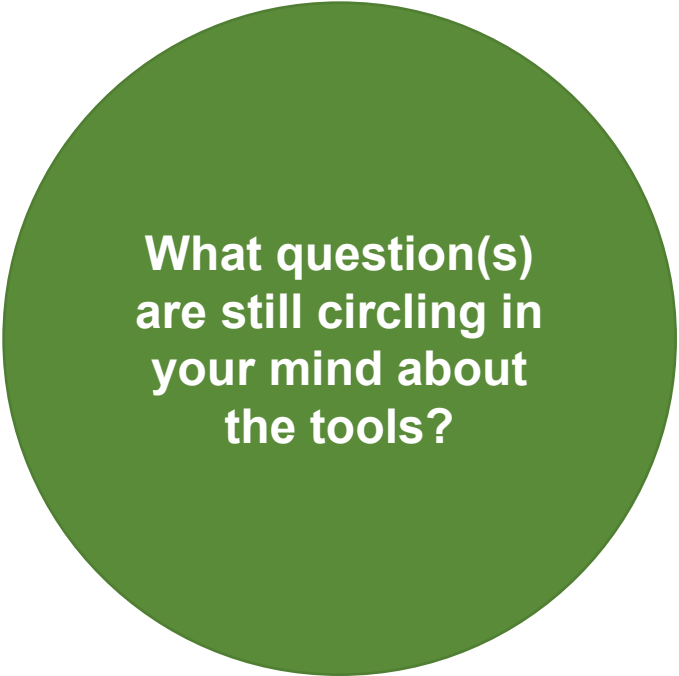
In the chat box ...

A solid blue square containing white text.

What “squared” with you
about the tools?

A solid orange triangle containing white text.

What “points”
do you want to
remember about
the tools?

A solid green circle containing white text.

What question(s)
are still circling in
your mind about
the tools?

Today's goal...

I have the tools I need to determine when and how to make thoughtful adaptations while still maintaining fidelity AND for proactively planning for sustainability. I am confident I can build the necessary capacity to implement and sustain my program and its impact well beyond the end of one grant!



Questions & Comments



References

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Contact Information

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Post-Webinar Feedback

Please click on the link in the chat to complete a very brief online feedback form!

Thank you!



Want to Learn More?

- Getting Ready for Sustainability Planning, An Enhanced Prevention Learning Series

- Thursdays, January 20 – March 3, 2022, from 12:00 p.m. – 1:30 p.m. Pacific Time

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Thank you!

