



Prevention Lesson Package: Implementation of Evidence-Based Programs

Lesson Objectives

Remember and Understand: *What is implementation science? Can you explain why fidelity and quality of delivery are important to program implementation? Why are program adaptations made?* Students will learn from the didactic portion of the lesson a general knowledge of implementation science and program implementation. Students should be able to explain why fidelity, quality of delivery, and adaptations are important to consider in program implementation.

Apply and Analyze: *What are examples of barriers to implementing evidence-based programs and practices? What adaptations could be made or exist for an evidence-based program? Why is fidelity and quality of delivery important?* Students will use information and evidence to analyze how programs are implemented, what barriers and supports to implementation look like, and how barriers may be addressed. Students will also illustrate why fidelity and quality of delivery are important and identify in what cases adaptations may be appropriate.

Terms to Know

Implementation, Fidelity, Quality of Delivery, Adaptation

Suggested Materials

Pre-Assigned Readings (all articles are open-source and available at the below links)

Bauer, M. S., & Kirchner, J. (2020). Implementation science: what is it and why should I care?. *Psychiatry Research*, 283, 112376. <https://doi.org/10.1016/j.psychres.2019.04.025>

Bauer, M.S., Damschroder, L., Hagedorn, H., Smith, J., & Kilbourne, A.M. (2015). An introduction to implementation science for the non-specialist. *BMC Psychol* 3(32). <https://doi.org/10.1186/s40359-015-0089-9>

Berkel, C., Mauricio, A. M., Schoenfelder, E., & Sandler, I. N. (2011). Putting the pieces together: An integrated model of program implementation. *Prevention Science*, 12(1), 23–33. <https://doi.org/10.1007/s1121-010-0186-1>

Bopp, M., Saunders, R.P., & Lattimore, D. (2013). The tug-of-war: Fidelity versus adaptation throughout the health promotion program life cycle. *Journal of Primary Prevention*, 34, 193–207. <https://doi.org/10.1007/s10935-013-0299-y>

Handouts and Online Resources

- [Balancing fidelity and adaptation: A guide for evidence-based program implementation](#) - A best-practices guide from Washington State University Extension for assessing, adapting, and developing evidence-based programming to address youth and family needs and outcomes.
- [CDC The Evidence Project Overview](#) – Guidance from the Center for Disease Control and Prevention on how to think about different types of evidence.
- [Orientation to the Science of Dissemination and Implementation](#) – A video introduction to dissemination and implementation science from the National Cancer Institute.

Application

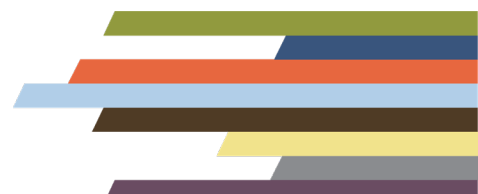
Below are application activities for students to pull together what they have learned about implementation science from the readings, PowerPoint, and supplemental materials. These activities can be modified to be used as an in-class activity or as a post-learning homework assignment.

Activity 1: Reviewing Evidence-based Program Implementation

- Using the [Crime Solutions](#) registry, either individually or in small groups, have students choose an evidence-based program and investigate how the program is implemented. Encourage students to use outside resources such as program websites or peer-reviewed articles.
- Have students think of answers to the following questions and share them with the class:
 - What are the barriers to implementation of this evidence-based program or practice? How can this be overcome?
 - What (or do any) supports exist in the program to achieve implementation? Sustainability?
 - How would you cope with these barriers as the organization trying to implement this program?
 - How does this relate back to your own area of research or your population of interest?

Activity 2: CDC Select, Adapt, Evaluate

- Independently, have students read and work through the activities on the CDC's VetoViolence website – [Select, Adapt, Evaluate](#).
- As a class work through the two case examples at the end of the module.
 - Separate the class into two points of view – one representing “red light” and one representing “green light.”
 - Read the example scenario. Have each group discuss why it would be a red light or green light adaptation, from the group's assigned point of view.
 - Reveal the answer and facilitate a discussion based on the groups' responses and the given answer.
- At the end of the activity, have students think about how this relates back to their own area of research or their population of interest.



Other Application Examples

- **Cancer Control**
 - [Implementation Science at a Glance: A Guide For Cancer Control Practitioners](#) – Guide from the National Cancer Institute on how to use implementation science to improve cancer control practice.
- **Implementation Science**
 - [National Implementation Research Network \(NIRN\) Active Implementation Hub](#) – Implementation science website with training modules, lessons, and resources.
 - [Implementation Science Mini-Course](#) – Self-directed online course from the University of California San Francisco's Department of Epidemiology and Biostatistics.
- **Violence Prevention**
 - [Using Essential Elements to Select, Adapt and Evaluate Violence Prevention Approaches](#) – Technical package of strategies to prevent public health problems.

Supplemental resources are also available. The Prevention Science Curriculum Infusion Resource Table (<https://pttcnetwork.org/centers/northwest-pttc/product/prevention-science-curriculum-infusion-resources>) was developed to provide educators across disciplines with a variety of materials related to three broad content areas where prevention science can inform prevention practice – epidemiology, evidence-based programs, and implementation. These resources can be infused into existing courses to enhance training in prevention science.

