



# IMPACT

SWISS IMPLEMENTATION SCIENCE NETWORK





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# HOW TO STRENGTHEN HEALTH POLICY THROUGH IMPLEMENTATION SCIENCE METHODS



University  
of Basel  
Pflegewissenschaft  
Nursing Science



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et santé publique - Lausanne

Swiss TPH

Swiss Tropical and Public Health Institute



# In this webinar

- What would better health policy look like?
- What does implementation science provide in terms of insights?
- What might other fields have to offer?
- Where to go if you would like to know more

# What would better health policymaking look like?

- *‘Health policy defines health goals at the international, national or local level and **specifies the decisions, plans and actions to be undertaken to achieve these goals**. An explicit health policy can achieve several things: it clarifies the values on which a policy is based; it defines a vision for the future, **which in turn helps to establish objectives and the priorities among them**; and it facilitates setting targets and milestones for the short and medium term.’*

# Debate about the contribution of Implementation Science



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Debate | [Open Access](#) | [Published: 10 June 2013](#)

## Never the twain shall meet? - a comparison of implementation science and policy implementation research

[Per Nilsen](#) , [Christian Ståhl](#), [Kerstin Roback](#) & [Paul Cairney](#)

[Implementation Science](#) **8**, Article number: 63 (2013) | [Cite this article](#)

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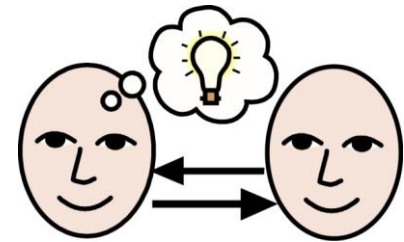
# What is implementation science?

- Developing **evidence-based implementation strategies**
- ..to move **evidence into practice**
- ...and **evaluating** them



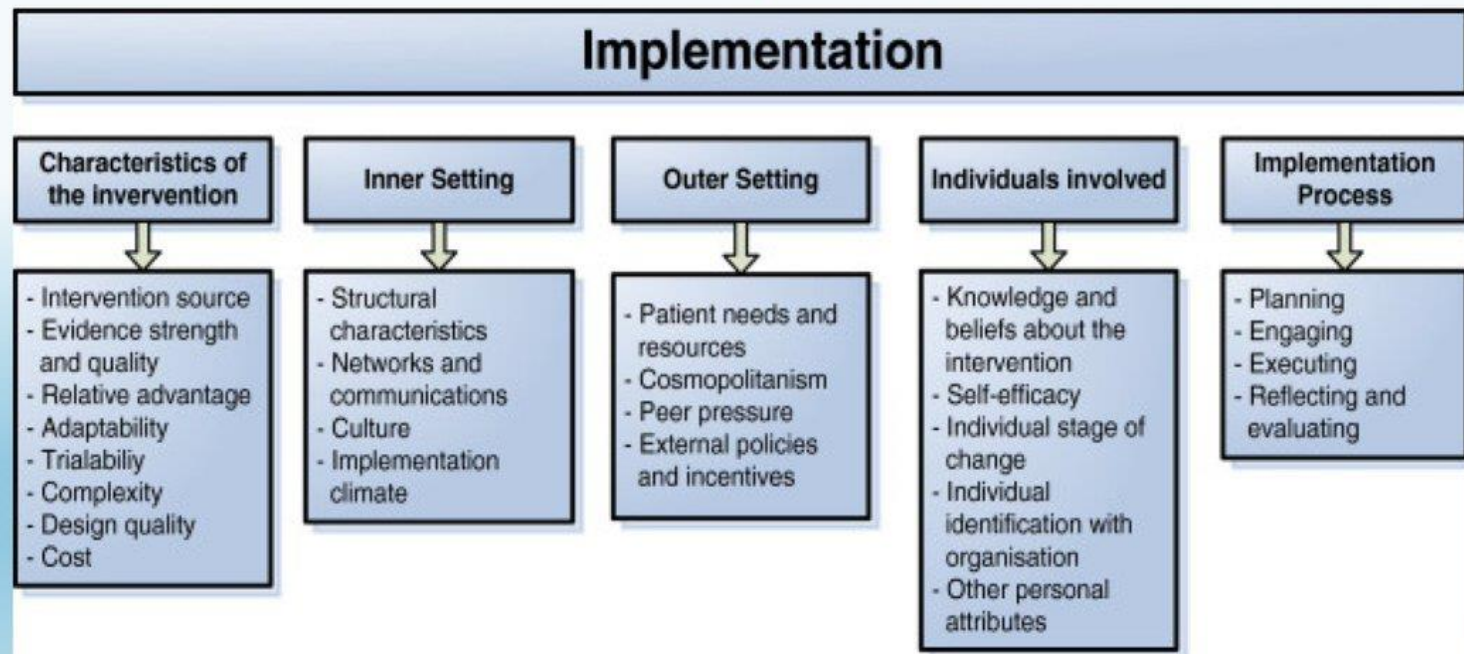
# What does implementation science provide in terms of insights?

- Models and frameworks for understanding implementation stages and processes
- Focus on systems as well as individual components of change
- Rigorous approach to learning from implementation
- Focus on implementation within organisations
- Importance of building an international field of practice



# Models and frameworks

## The Consolidated Framework for Implementation Research (CFIR)



(Damschroder L.J., et al ;2009)



# Coaching Impact

	<b>OUTCOMES</b> % of Participants who Demonstrate Knowledge, Demonstrate New Skills in a Training Setting, and Use new Skills in the Classroom		
<b>TRAINING COMPONENTS</b>	Knowledge	Skill Demonstration	Use in the Classroom
Theory and Discussion	10%	5%	0%
..+Demonstration in Training	30%	20%	0%
...+ Practice & Feedback in Training	60%	60%	5%
...+ Coaching in Classroom	95%	95%	95%

Joyce and Showers, 2002

# Implementation science as a field



IMPLEMENTATION SCIENCE



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**eIC**

EUROPEAN  
IMPLEMENTATION  
COLLABORATIVE

Inspire Implement Improve



**GII**

Global  
Implementation  
Initiative

Global Implementation  
Conference (GIC)



UK IMPLEMENTATION SOCIETY

*Building capacity, sharing learning, and connecting professionals in implementation,  
improvement and innovation in services to people*



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# An example: POPPIE (Pilot Study of midwifery Practice in Preterm birth Including women's Experiences)

- Cochrane review highlighting evidence for continuity of care in improving maternal and infant outcomes, patient experience and use of resources
- Use of the IMPRES tool to learn from implementation science (to support implementation and evaluation)
- Taking a collaborative approach involving many stakeholders
- Employed a range of implementation strategies to guide the implementation, including applications for funding; involvement of executive boards; business cases; quarterly updates on progress; newsletters; regular implementation meetings; seminars, training and events

Women who received models of midwife-led continuity of care



7x more likely to be attended at birth by a known midwife



16% less likely to lose their baby



19% less likely to lose their baby before 24 weeks



15% less likely to have regional analgesia



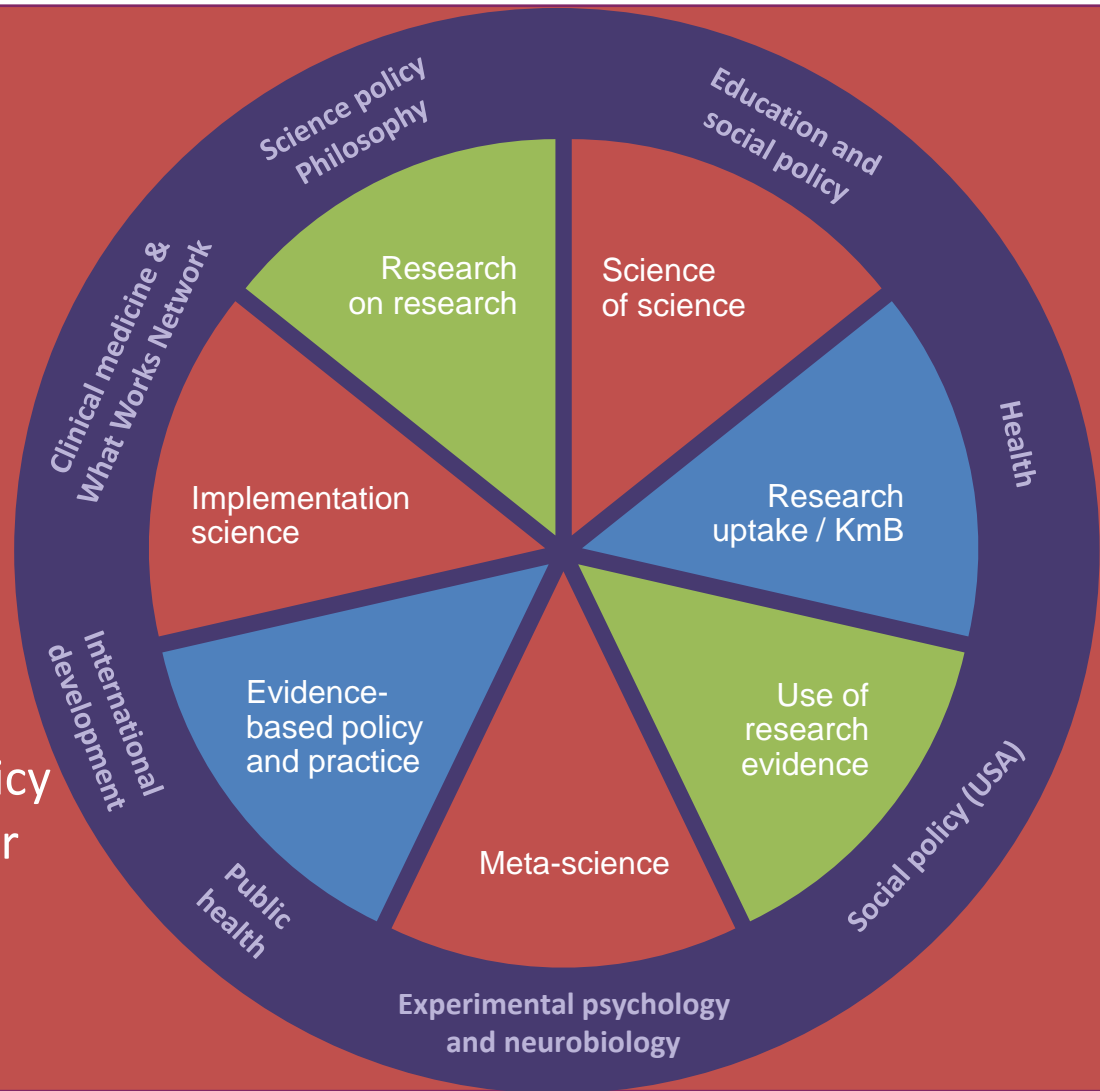
24% less likely to experience pre-term birth



16% less likely to have an episiotomy

Sheila Kitzinger Symposium at Green Templeton College, Oxford (King's College London, Green Templeton College, NHS NIHR London, 2016)

# What might other fields have to offer?



How evidence influences policy and practice has captured our attention, cutting across disciplines and policy/practice domains.

# Knowledge mobilization

Knowledge mobilization refers to moving **knowledge** into active use primarily through connecting research/expertise with policy/practice.

- Identifying and understanding audiences and stakeholders
- Considering the knowledge needs of audiences and stakeholders
- Valuing the knowledge different stakeholders bring to practice problems
- Understanding ways of connecting with audiences and stakeholders
- Considering special roles in the research to policy/ practice landscape (e.g. knowledge brokers)

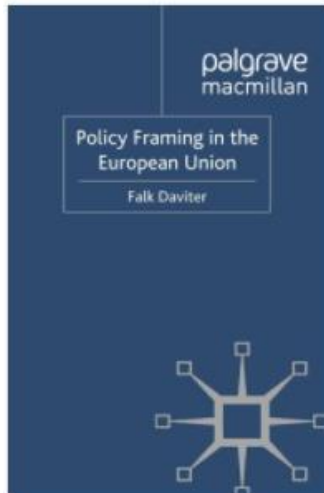


# An example: Rebuilding a Resilient Britain



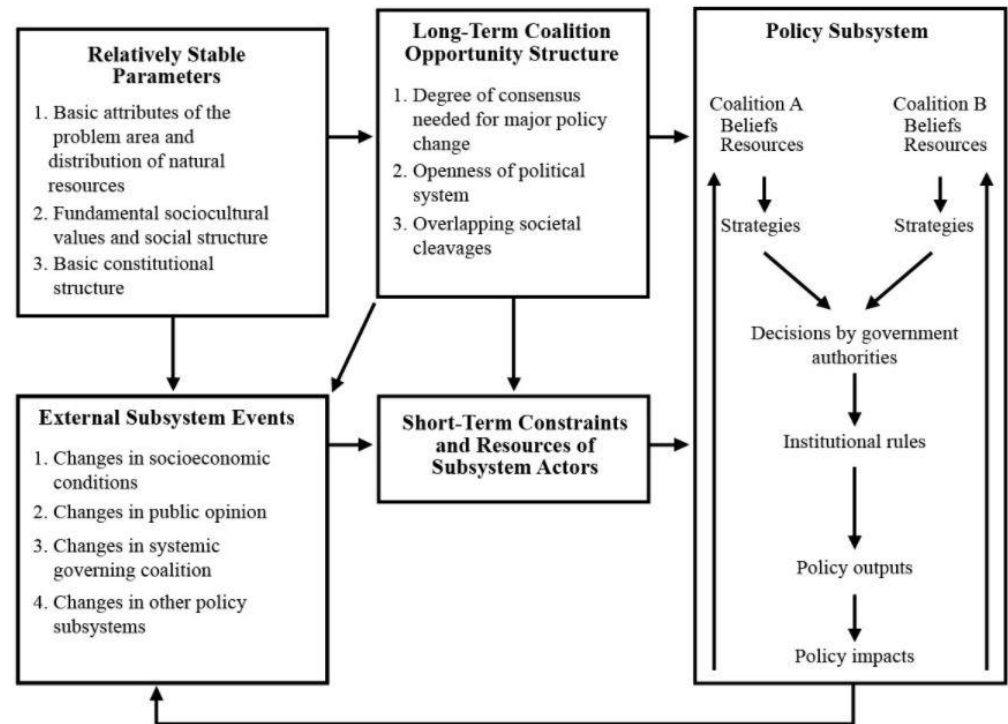


# Problem framing and values

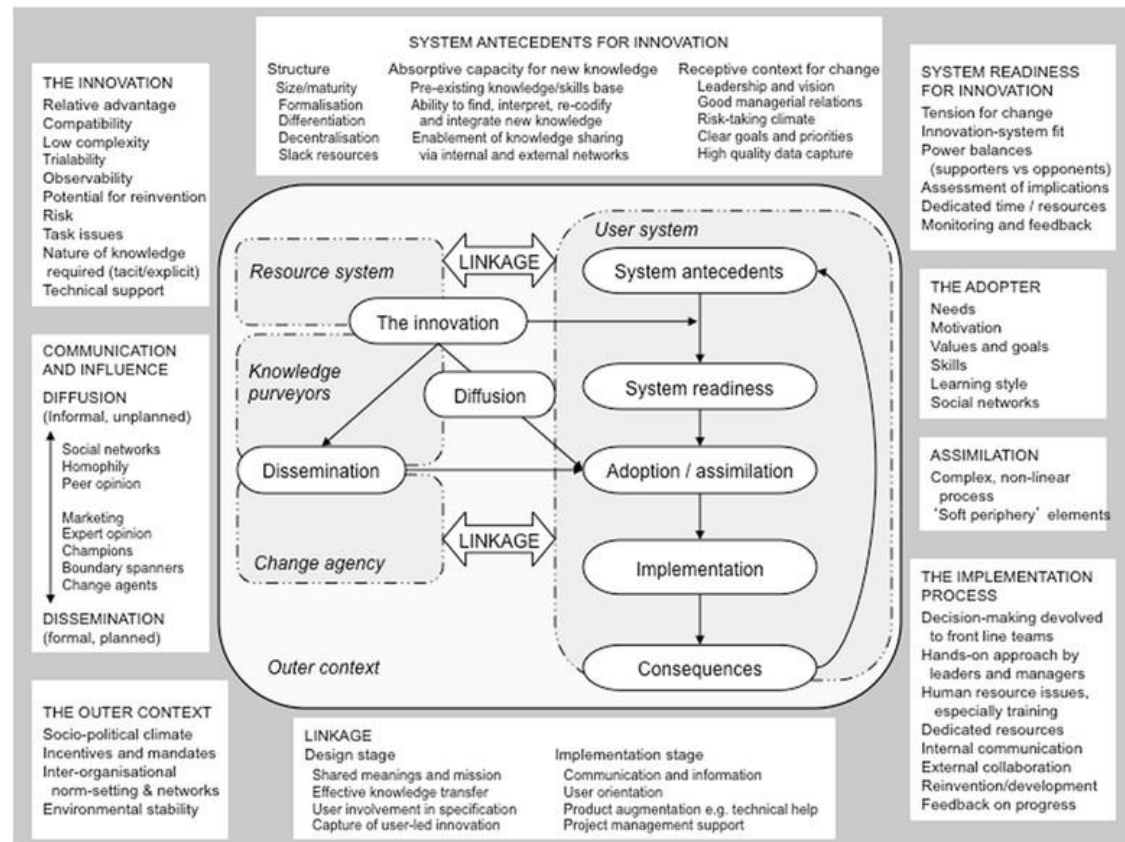


**James  
Lind  
Alliance**

Priority Setting Partnerships



# Mapping the factors that affect implementation



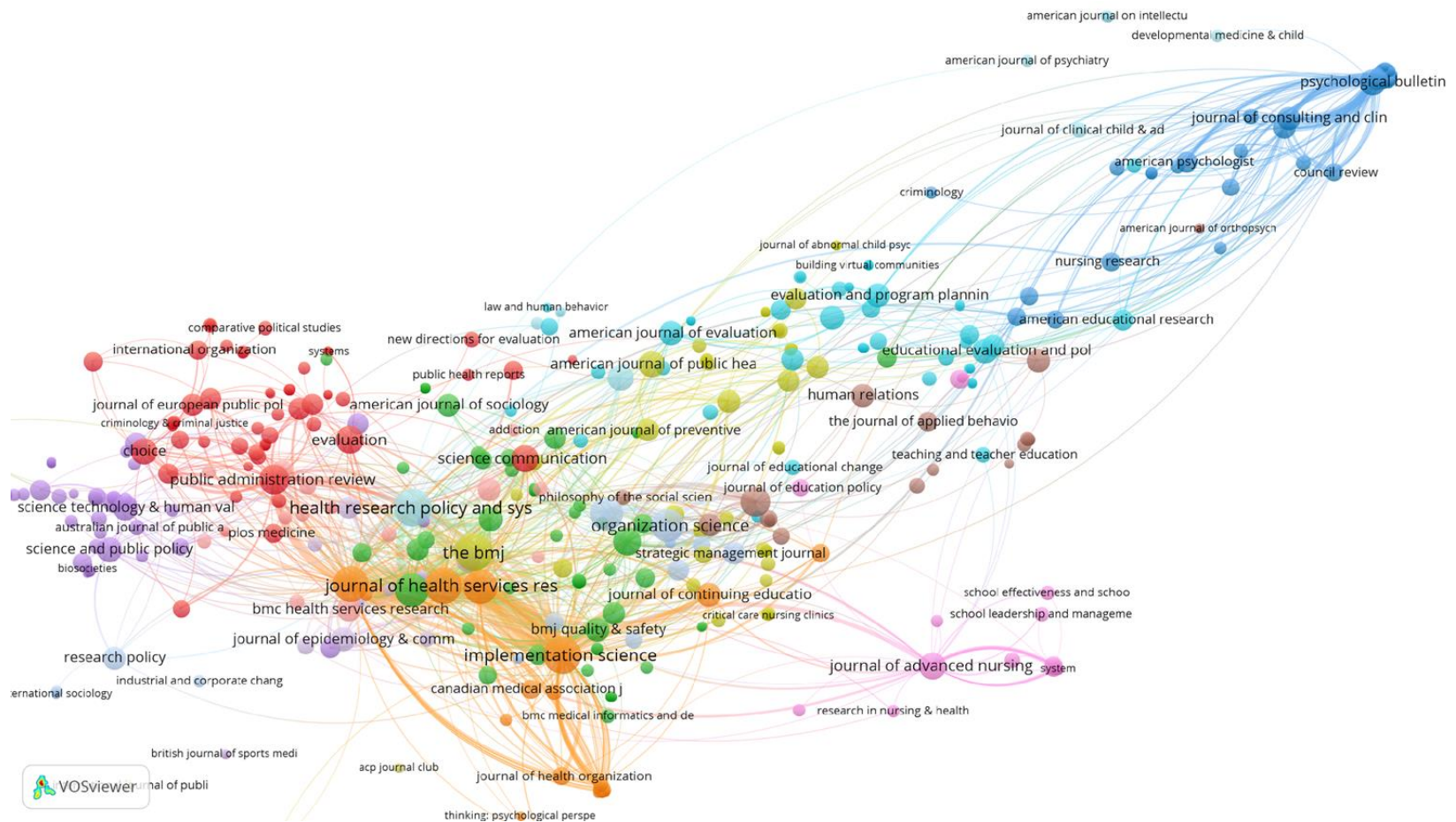
Greenhalgh T, Robert G, Macfarlane F, Bate P, Kyriakidou O. Diffusion of innovations in service organizations: systematic review and recommendations. Milbank Q. 2004;82(4):581-629.



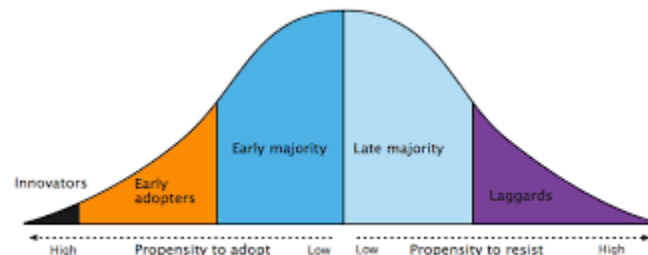
# There are some important differences between approaches to promoting better evidence use

- How much they focus at the individual, organisational or policy level
- What counts as 'evidence'
- Top down or bottom up
- The extent to which the approaches engage with complexity and systems
- Role of evaluation/ learning

# Where researchers publish



# Not forgetting the long tradition of thinking about evidence into practice: Diffusion of innovations



Rogers, 1962

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# Transforming Evidence: What we do...

Connecting  
communities

Sharing  
expertise

Developing  
collaborative  
research  
programmes

# Time for questions and discussion

[transforming-evidence.org](https://transforming-evidence.org)

@transformUre

@AnnetteBoaz

Annette.Boaz@lshtm.ac.uk

