

Optimizing Coaching (Facilitation) in Implementation Research

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**GEORGIAN IMPLEMENTATION SCIENCE FOGARTY
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ILIA STATE UNIVERSITY & YALE UNIVERSITY
Accelerating Impact: Immersive Summer Bootcamp in
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We cannot change
the way the world is,
but by opening ourselves
to the world as it is,
we may find that
gentleness, decency and
bravery are available—
not only to us but
to all human beings.

Chögyam Trungpa, Buddhist teacher

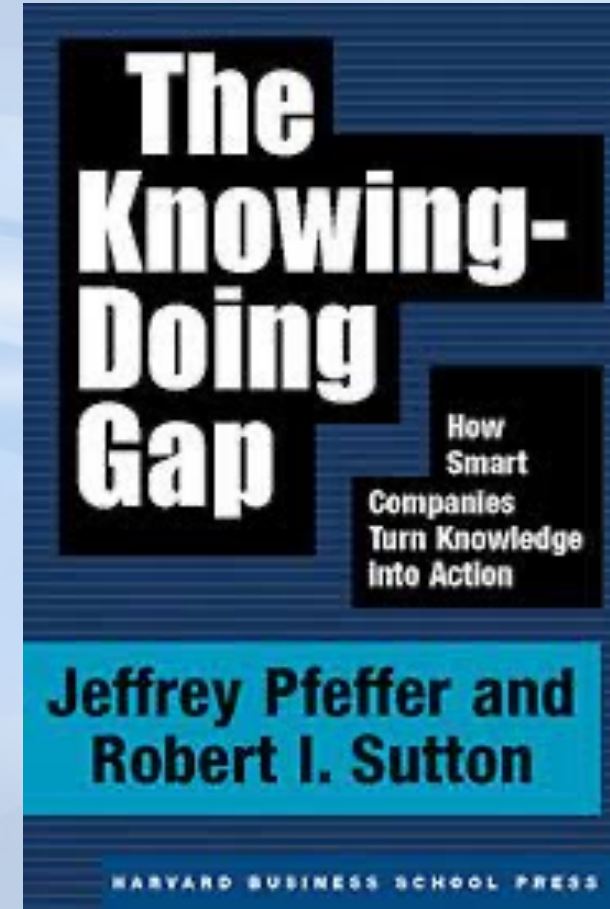
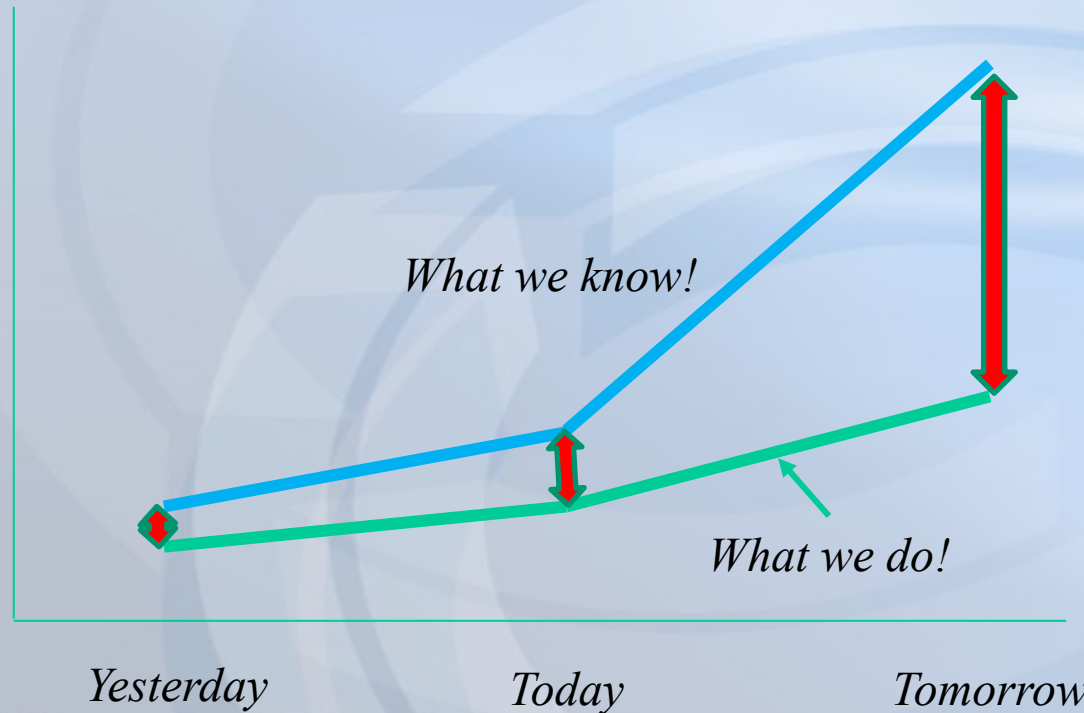
Who showed up as 'you' this morning?

rate yourself on a Scale of 1 to 5

1 = barely here 5 = best day ever

- How present and undistracted am I?
- How open and curious do I feel?
- How brave do I feel—to inquire, take risks?
- How much do I feel able to contribute to others?
- How willing am I to support their learning as well as my own?

The Know-Do Gap



Implementation Science: The Key To Successful Implementation is Facilitation

		IMPLEMENTATION TEAM	
		YES	No
INTERVENTION	Effective	80%, 3 Yrs	14%, 17 Yrs
	Facilitation	Effective use of Implementation Science & Practice	Letting it Happen Helping it Happen

Fixsen, Blase, Timbers,
& Wolf, 2001

Balas & Boren, 2000



Coaching as a key element of implementation

- Coaching or Facilitation is cited as the most important or among the most important tools for successful implementation. Coaching can take many forms, but is most commonly organized (initially) as external support.
- Role - Implementation Goals are Expected, Supported and Rewarded by coaching



Your thoughts

- When you think about coaching – what comes to mind?



Co-production of Knowledge

- Creation of knowledge, information or data through a shared research process that involves different levels and backgrounds of people.

Key concept - Co-production of knowledge by coaches/teams and other stakeholders

- Principles of Knowledge
 - Context based
 - Pluralistic
 - Goal orientated
 - Interact

Albert Norstrom, et al. (2020) “Principles for knowledge co-production in sustainability research.” [Nature Sustainability](#)

- Four elements of working with co-production approach
 - Equality
 - Diversity
 - Accessibility
 - Reciprocity



NIATx Learning Collaboratives

- *Which elements of improvement collaboratives are most effective? A cluster-randomized trial*

David H Gustafson, et al. (2013) Addiction

201 organizations across 5 US States. Conclusions: Coaching and the combination of collaborative components were about equally effective in achieving study aims, but coaching was substantially more cost-effective.



- A 2019 systematic review of successful facilitation strategies included the following attributes: “goal-setting, assessing progress and outcomes, and providing tools and resources.”

Change Facilitation Strategies Used in the Implementation of Innovations in Healthcare Practice: A Systematic Review. Lydia Moussa, 2019. Journal of Change Management.

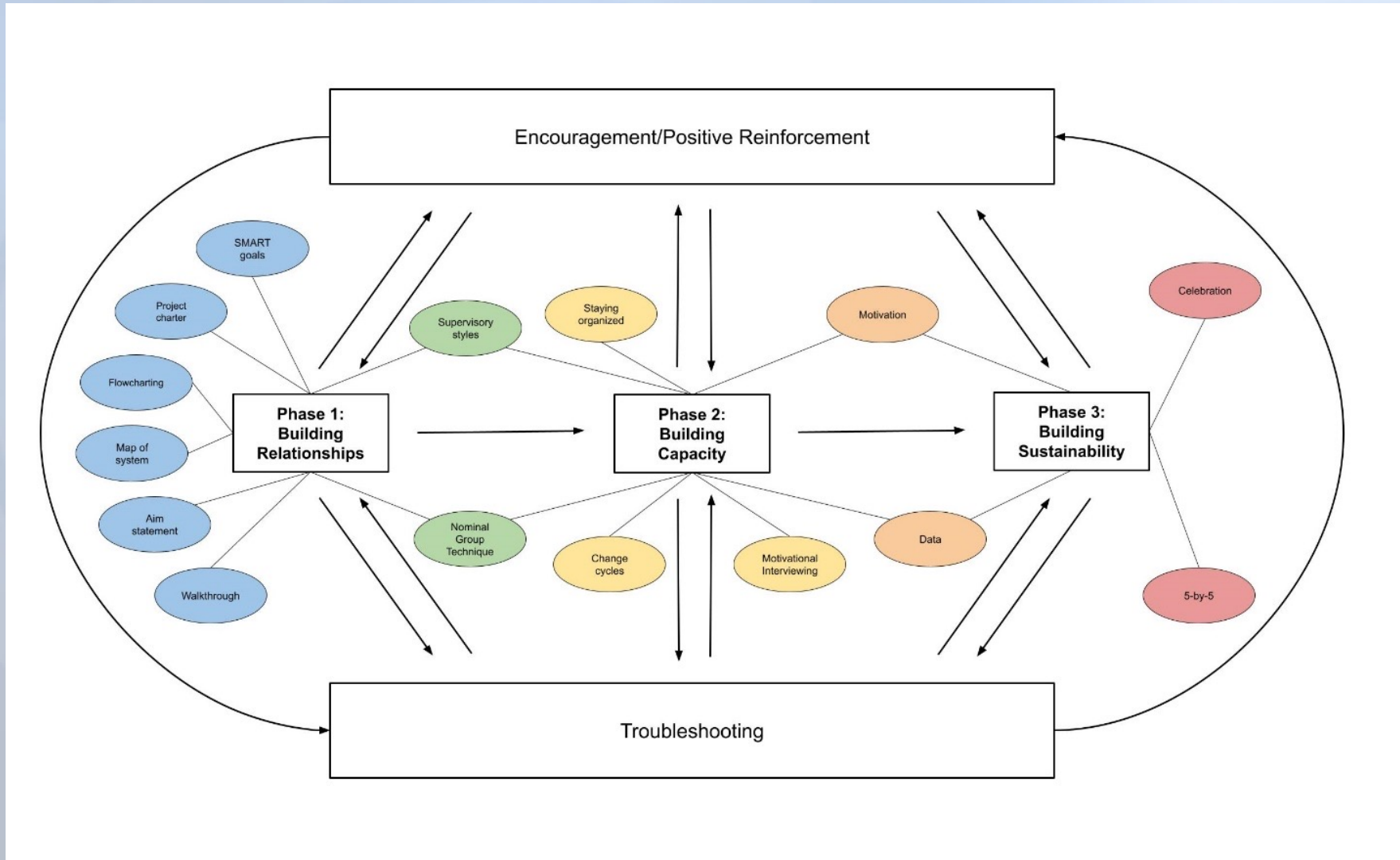


NIATx Coaching for Implementation

- *Opening the Black Box of Organizational coaching for implementation.* Fledderman K, Jacobson N, Horst J, Madden LM, Haram E, Molfenter T. BMC Health Serv Res. 2023 Feb



The NIATx Coaching Model



Building Relationships

- Introduce yourself. Think about LOCATION. Encourage introduction of others.
- Explain and use tools – pass on the knowledge and be willing to hear more.
- Assist/remind change team planning. Be kind but consistent. Use positive frames.



Building Capacity

- Staying organized – use a project worksheet
- Making sure/encouraging change team to meet
- Reflecting/translating results
- Functioning as an advisor
- Reminding teams about tools
- Passing on ‘credit’ and ‘recognition’
- Practicing/encouraging lateral and vertical communication



Building Sustainability

- Celebrating and communicating success/milestones achieved (5 x 5)
- Ongoing processes for feedback – data evaluation, sharing and planning for course corrections
- Always remember to understand and involve the customer!



How does coaching relate to implementation?

- Expected
- Supported
- Rewarded



Appreciative inquiry

- **Appreciative Inquiry** is an asset-based approach to dialogue and engagement that can be utilized by communities, organizations, and teams. It builds on the idea that we can best improve human/organizational systems by a focus on what is going well and a shared vision of a positive future versus cataloguing deficits.



Practicing Appreciative Inquiry or positive framing

- **A simple way that to practice Appreciative Inquiry is to employ 3 key approaches:**
 1. Practice asking positive questions.
 2. Find and share positive stories of when you, other people, the organization is its best.
 3. Practice playing different roles and inspiring others to become champions of positive questions.



A relationship building technique: Asking questions

- What is going well for you?
- What could be going better?
- What it is really like to be you?



The power of Why?

- Simply asking people why? How? What do you think? can be excellent conversation starters.
- Use approaches such as Nominal Group Technique to ultimately capture the 'learnings' of the conversation.



Building Capacity

- Staying on track - schedule regular meetings
- Capturing progress – use a form – eventually turn it over to someone on the team
- creating positive momentum – try not to become ‘stuck’ in the idea that ‘this is how it is’



Rapid-cycle Testing

Start by asking three questions:

1. What are we trying to accomplish?
2. How will we know a change is an improvement?
3. What changes can we test?

Model for Improvement

Langley, Nolan, Nolan, Norman, & Provost. *The Improvement Guide*
San Francisco, Jossey-Bass Publishers, 1996



Conducting a Rapid Cycle Change Exercise

PDSA cycles

Plan the change

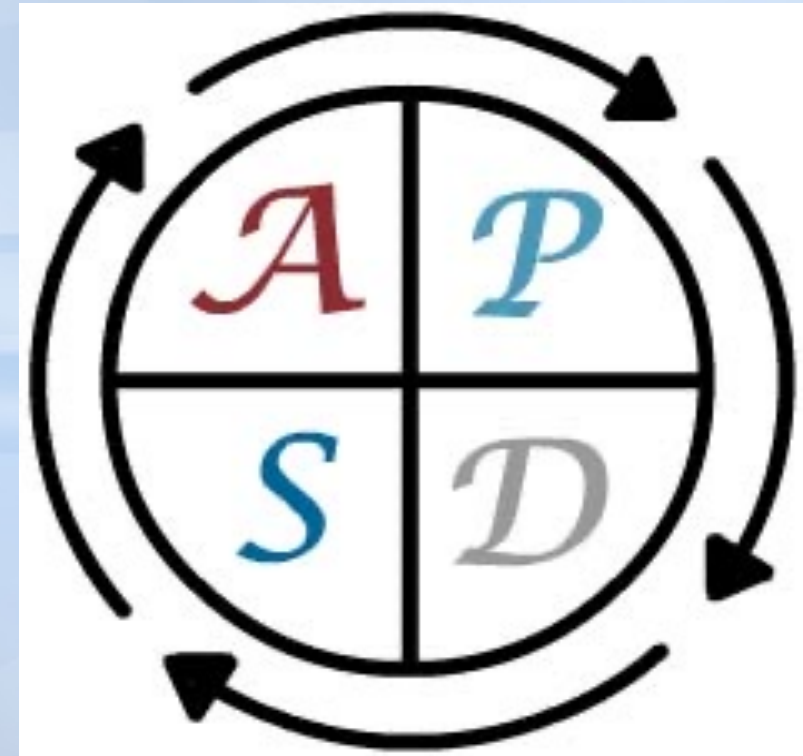
Do the plan

Study the results

Act on the new knowledge

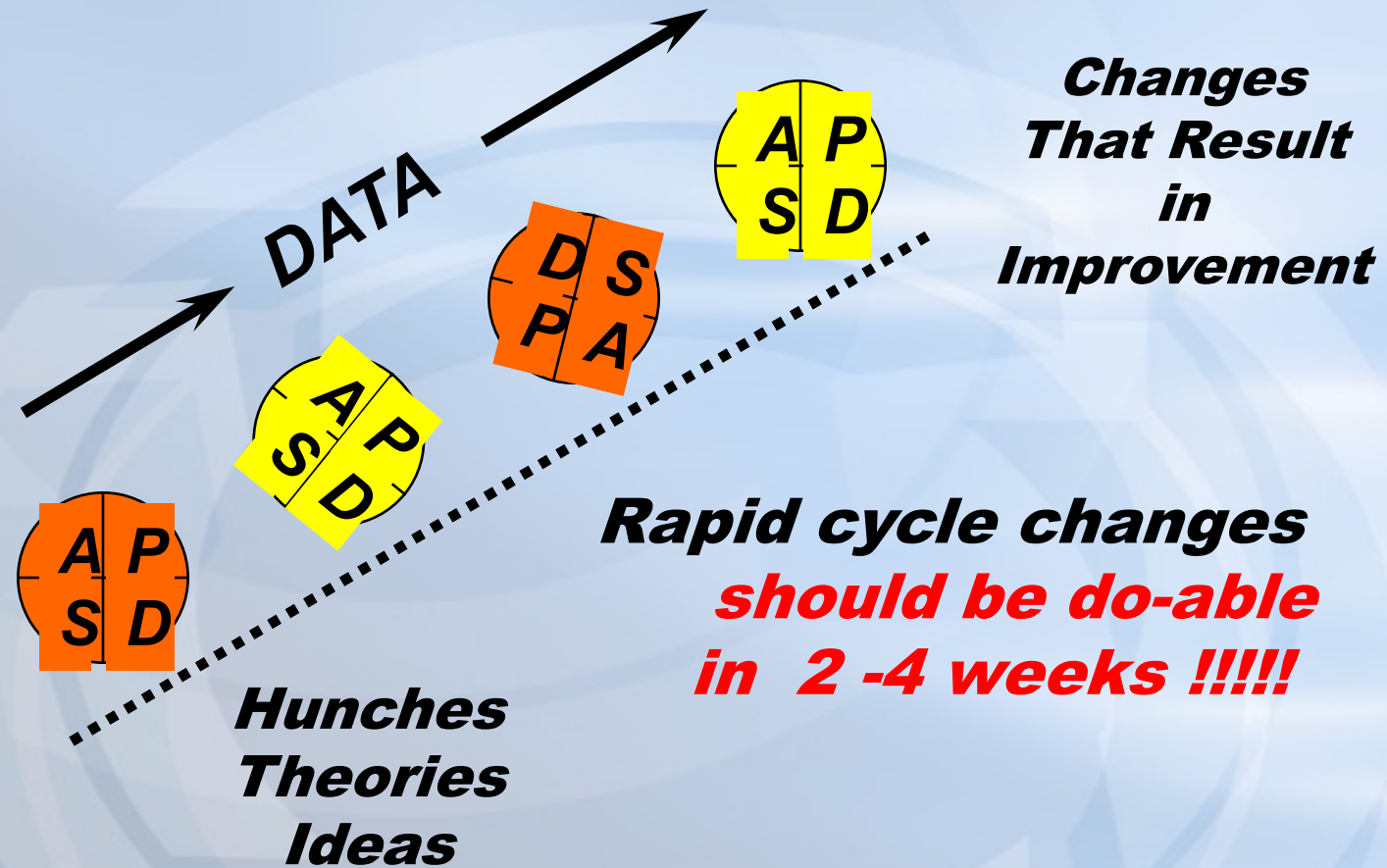
Rapid cycle changes

Changes should be doable in
2 -4 weeks



Change Cycles

PDSA - Sustain



PDSA Cycle #: []	
Cycle Begin Date: []	Cycle End Date: []
What is the change to be tested? []	
P	PLAN: Plan the steps to carry out the cycle. Plan for data collection. What is your prediction for the test? []
D	DO: Carry out the plan. Document observations. Record data. []
S	STUDY: Analyze the data. Compare results to predictions and pre-change data. Summarize what was learned. []
A	ACT: Will you adopt, <u>adapt</u> or abandon the change? Why? Move on to next cycle. []

PDSA Cycle #: []	
Cycle Begin Date: []	Cycle End Date: []
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Promoting Sustainability

- Story telling (5 x 5s) 5 slides in 5 minutes. Slides are titled Plan, Do, Study, Act, Lessons Learned
- Communicating progress – the elevator speech
- Building process changes into policies, procedures and job descriptions



Leading Change Teams

- Establish direction with a clear aim
- Create a sense of urgency
- Provide accountability
- Involve the right staff
- Communicate, communicate, communicate
- Engage senior leaders
- Motivate and inspire
- Commit to empowerment
- Create a process for short term wins

Starting a Change Project

- Set the AIM and select a change team – name a change leader, an executive sponsor, and data person.
- Conduct a walk-through.
- Collect baseline data. (Nominal Group Technique, Flowcharting, local data)
- Review baseline data and walk-through.
- Suggest a process change that might move toward the desired aim.