National Wraparound Implementation Center

Advancing Systems ○ Enhancing the Workforce ○ Improving Outcomes

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Impact of Technical Assistance Training on Systems of Care Implementation

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UNIVERSITY of MARYLAND SCHOOL OF SOCIAL WORK
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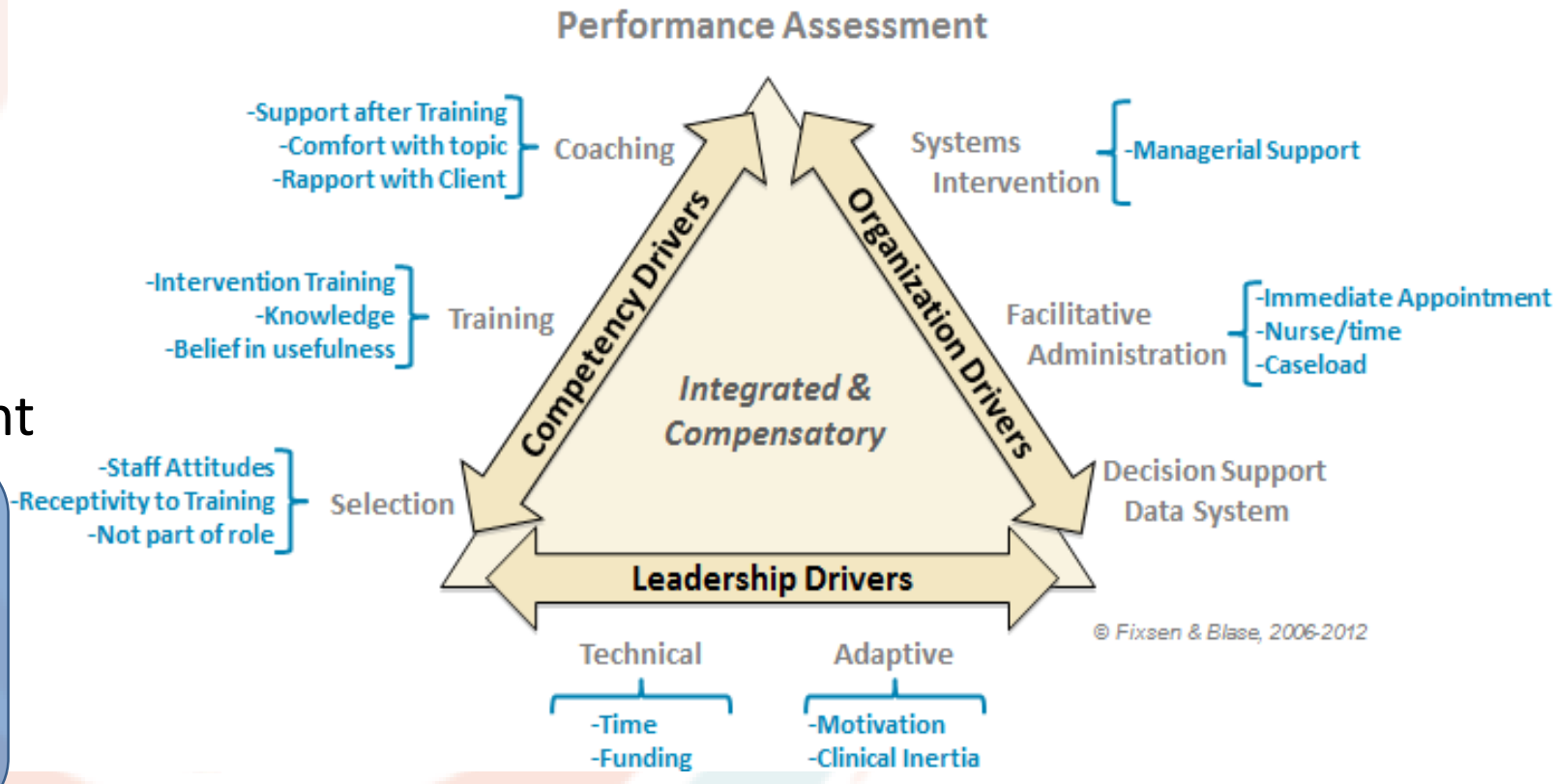
Implementation is influenced by numerous factors

Consolidated Framework for Implementation Research

- Intervention characteristics
  - Quality, adaptability, complexity, etc.
- Outer setting
  - External policies, client needs, etc.
- Inner setting
  - Culture, climate, readiness, etc.
- Individual characteristics
  - Knowledge and beliefs, stage of change, self-efficacy, etc.
- Process
  - Planning, executing, evaluating, etc.

The inner setting includes implementation drivers

- Organization Drivers
  - Systems aligned
  - Limited barriers
- Leadership Drivers
  - Competent leaders
  - Responsive management
- Competency Drivers
  - Selection
  - Training
  - Coaching



Model developed by Fixsen et al. (2005). Graphic drawn from https://nirn.fpg.unc.edu/learn-implementation/implementation-drivers

The National Wraparound Implementation Center (NWIC) supports the inner setting in several ways

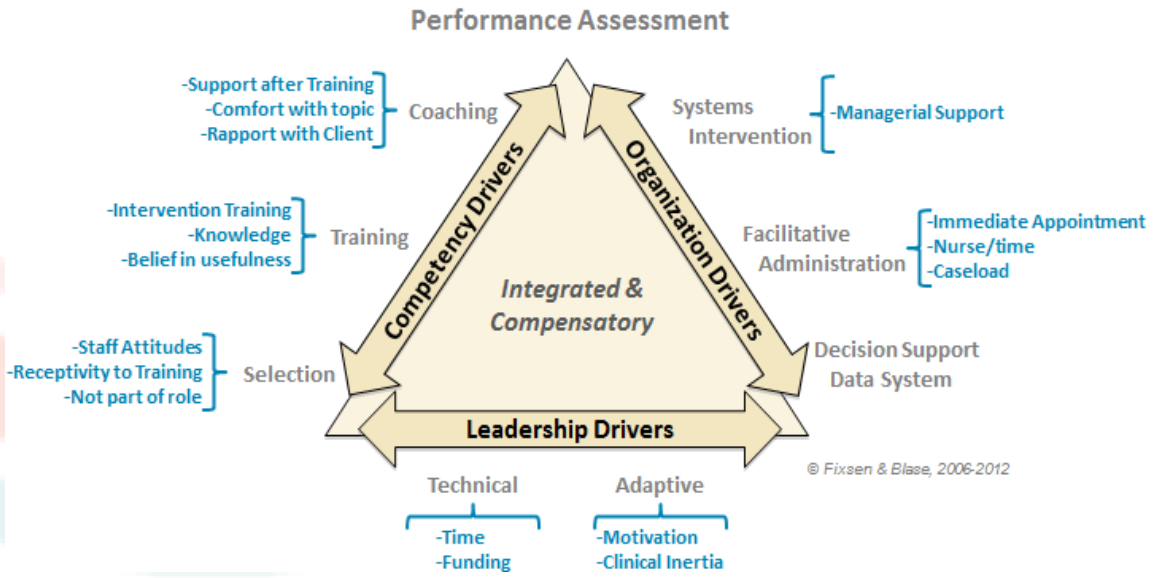
- Workforce development

- Organizational & System Development

- Quality Assurance & Evaluation

Purpose of Current Study

- We examined predictors of practice changes following NWIC trainings
- Research questions:
  - How do post-event reports of intended impact on practice compare to follow-up reports of actual impact?
  - Which of the following have the largest impact on practice?
    - Individual characteristics
    - Training characteristics
    - Organization factors
    - Leadership factors



Method

- Participants attended at least one NWIC training
- Two surveys:
  - Post-event IOTTA: Immediately following the training
  - Follow-up IOTTA: 8 weeks after the completion of the training

Impact of Training and Technical Assistance (IOTTA Follow Up)

Training Date	ID Number
__ __ -- __ __ -- __ __ (MM-DD-YY)	First two letters of your first NAME: _____ _____ Two-digit MONTH and DAY of YOUR BIRTH: __ __ -- __ __ Two-letter abbreviation of training STATE: _____ _____

Pre-training mastery/competence: BEFORE the training took place, what was your level of mastery or competence with the information, tools and/or skills described in the training goals above?

Complete Beginner					Intermediate					Fully Expert
0	1	2	3	4	5	6	7	8	9	10

Current mastery/competence: How would you rate your current level of mastery or competence with the information, tools and/or skills described in the training goals above?

Complete Beginner					Intermediate					Fully Expert
0	1	2	3	4	5	6	7	8	9	10

Level of Impact: What level of impact has this training (AND any follow up or practice that has occurred) contributed to in your work (or other context) since the time of the training?

None					Moderate					Profound/ enduring
0	1	2	3	4	5	6	7	8	9	10

Sample

- 652 completed both post-event and a follow-up surveys
- 74% direct service providers, 26% administrators
- 86% Female
- 58% Bachelor's degree, 37% Master's degree
- 99% English as primary language
- 63% White, 27% African American

Independent variables

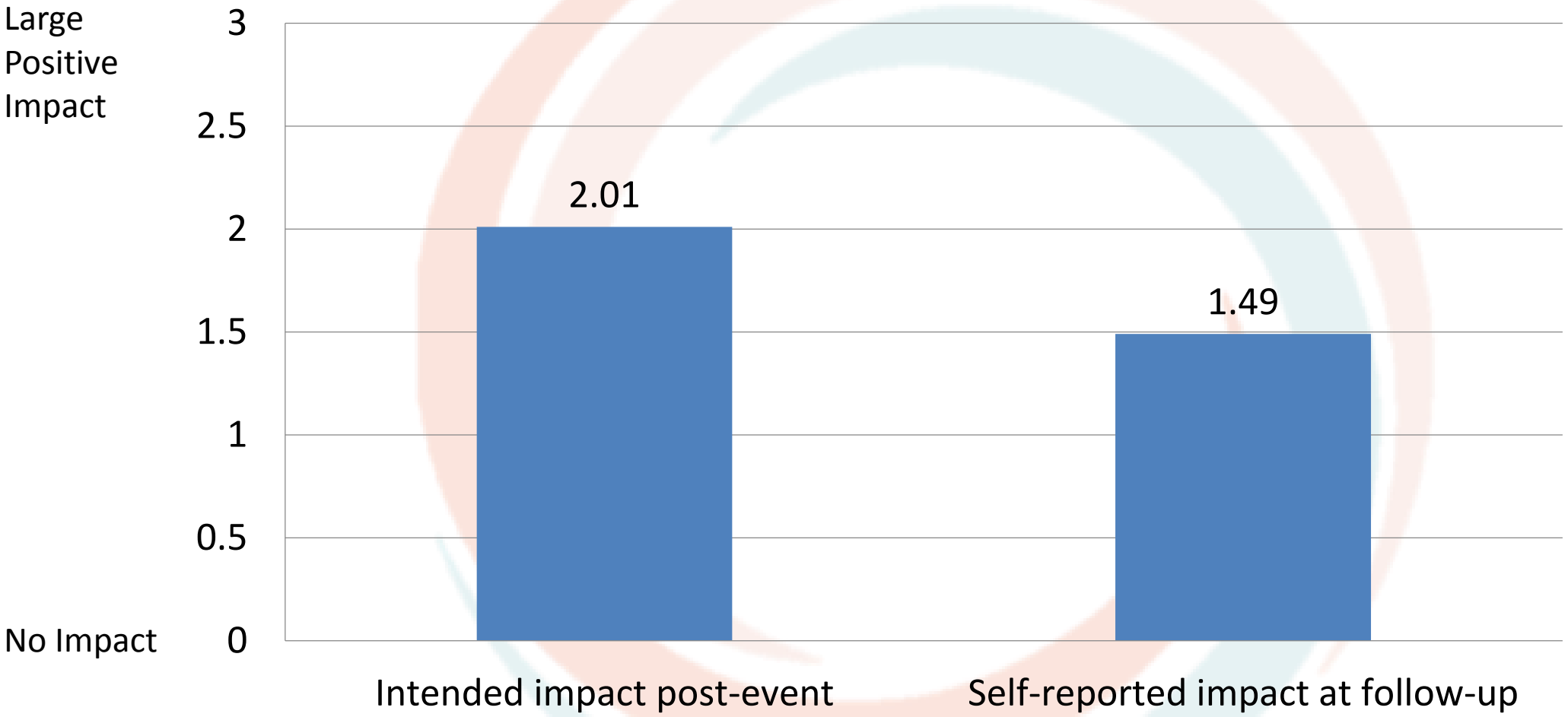
- Individual characteristics:
  - Existing mastery of content
  - Role (practitioner versus administrator)
- Training characteristics:
  - Perceived quality of training
  - Change from current practice
  - Perceived importance of training
  - Number of trainings attended
- Organization factors:
  - Administrative structures
  - Barriers and facilitators of use of training information
- Leadership factors:
  - Follow-up support

Dependent variables

- Intended impact at post-event
- Self-reported impact at 2-month follow-up
- Change in impact from post-event to follow-up

Results

Self-reported impact of trainings



t = 16.972, p < .001

Range: -3 = Large Negative Impact, 3 = Large Positive Impact

Hierarchical regression analysis shows that multiple variables predict intended impact at immediate post-test

	Model 1			Model 2		
Variable	***B***	***SE B***	**β**	***B***	***SE B***	**β**
Existing mastery	-.022	.013	-.061	-.008	.012	-.023
Role	-.159	.069	-.079*	-.175	.065	-.087**
Importance of training	.158	.020	.278**	.081	.019	.142**
Number of trainings				-.043	.032	-.043
Change from current practice				.028	.012	.076*
Quality of training				.336	.028	.396**
Administrative structure				-.151	.063	-.075*
R^2		.081			.242	

* p < .05; **p < .01

All continuous variables coded such that higher scores equal higher levels of the variable

Role: 0 = Direct provider; 1 = Administrator

Administrative structure: 0 = CMHC; 1 = CME

Hierarchical regression analysis shows that multiple variables predict intended self-reported impact at follow-up

	Model 1			Model 2		
Variable	***B***	***SE B***	**β**	***B***	***SE B***	**β**
Existing mastery	.005	.015	.013	.008	.014	.021
Role	-.082	.082	-.038	-.044	.076	-.021
Importance of training	.136	.023	.235**	.041	.022	.070
Number of trainings				.020	.035	.020
Change from current practice				.009	.014	.024
Quality of training				.254	.033	.289**
Administrative structure				-.077	.073	-.036
Workplace barriers				-.055	.030	-.063
Follow-up support				.312	.039	.288**
R^2		**.058**			**.250**	

* p < .05; **p < .01

All continuous variables coded such that higher scores equal higher levels of the variable

Role: 0 = Direct provider; 1 = Administrator

Administrative structure: 0 = CMHC; 1 = CME

Hierarchical regression analysis shows that multiple variables predict difference between intended and actual impact

	Model 1			Model 2		
Variable	***B***	***SE B***	**β**	***B***	***SE B***	**β**
Existing mastery	.031	.015	.084	.017	.015	.047*
Role	.022	.082	.011	.031	.082	.015
Importance of training	-.033	.023	-.058	-.046	.024	-.081
Number of trainings				.090	.039	.092*
Change from current practice				-.026	.015	-.069
Quality of training				-.042	.036	-.049
Administrative structure				.034	.080	.017
Workplace barriers				.000	.033	.000
Follow-up support				.230	.042	.218**
R^2		**.009**			**.066**	

* p < .05; **p < .01

All continuous variables coded such that higher scores equal higher levels of the variable

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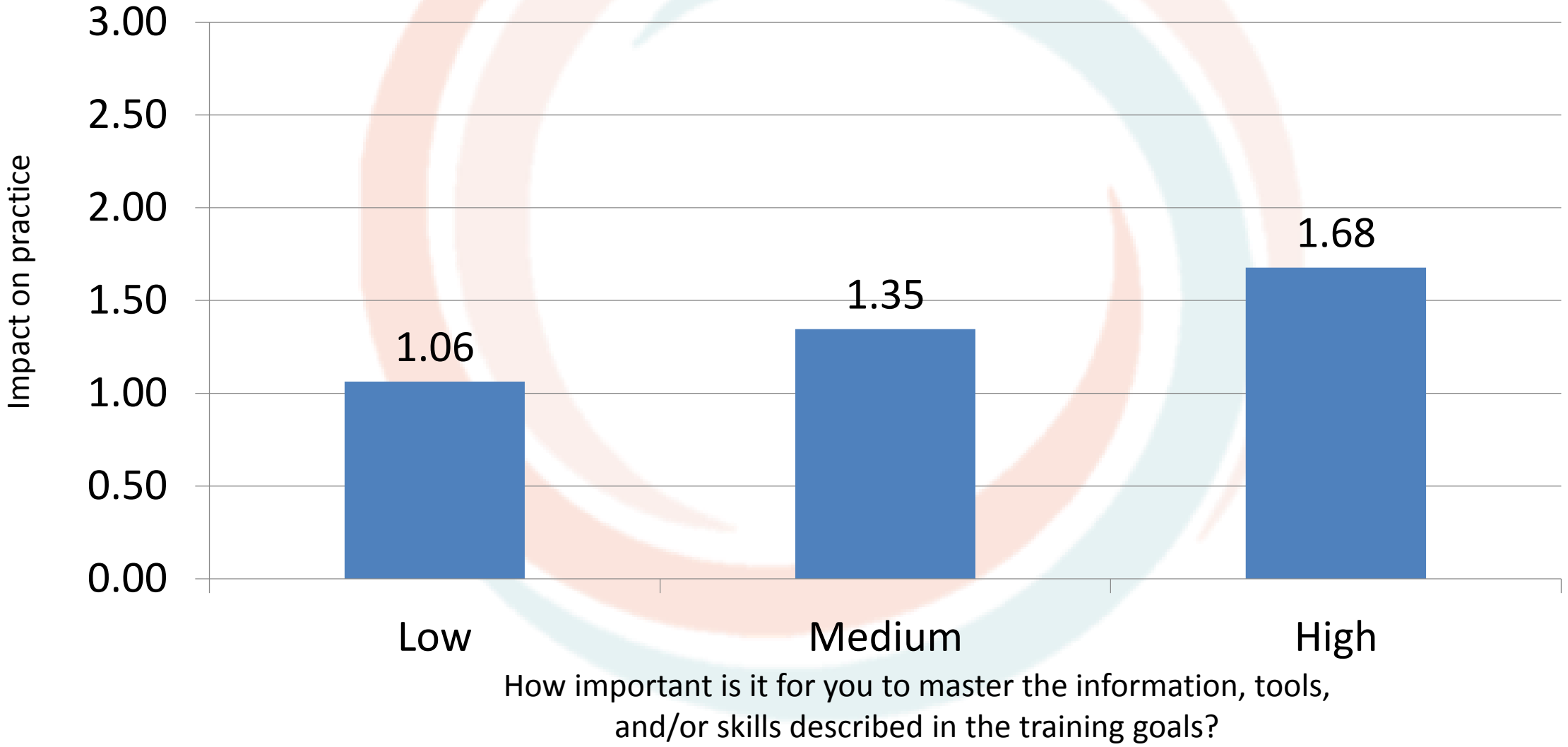
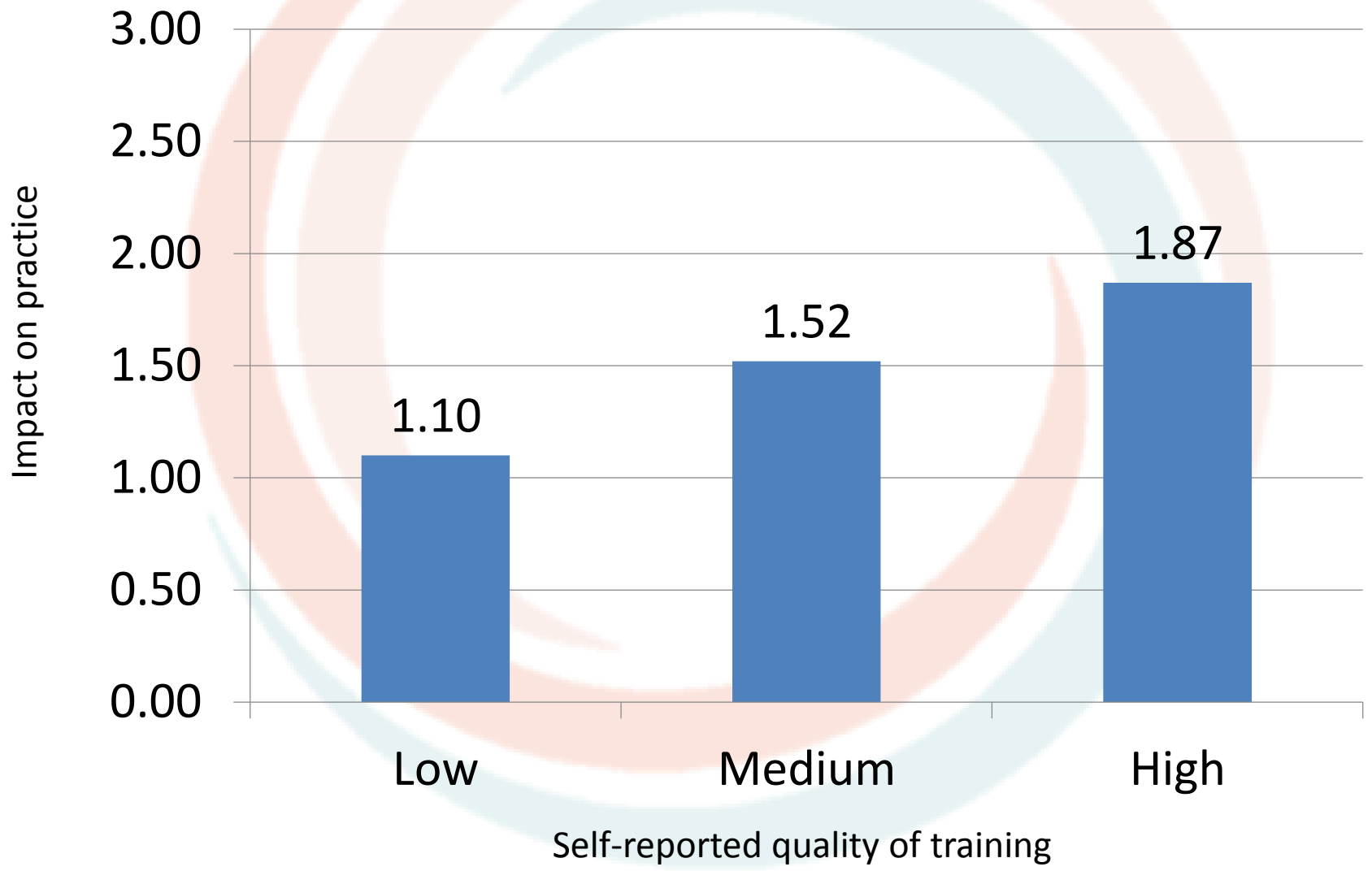
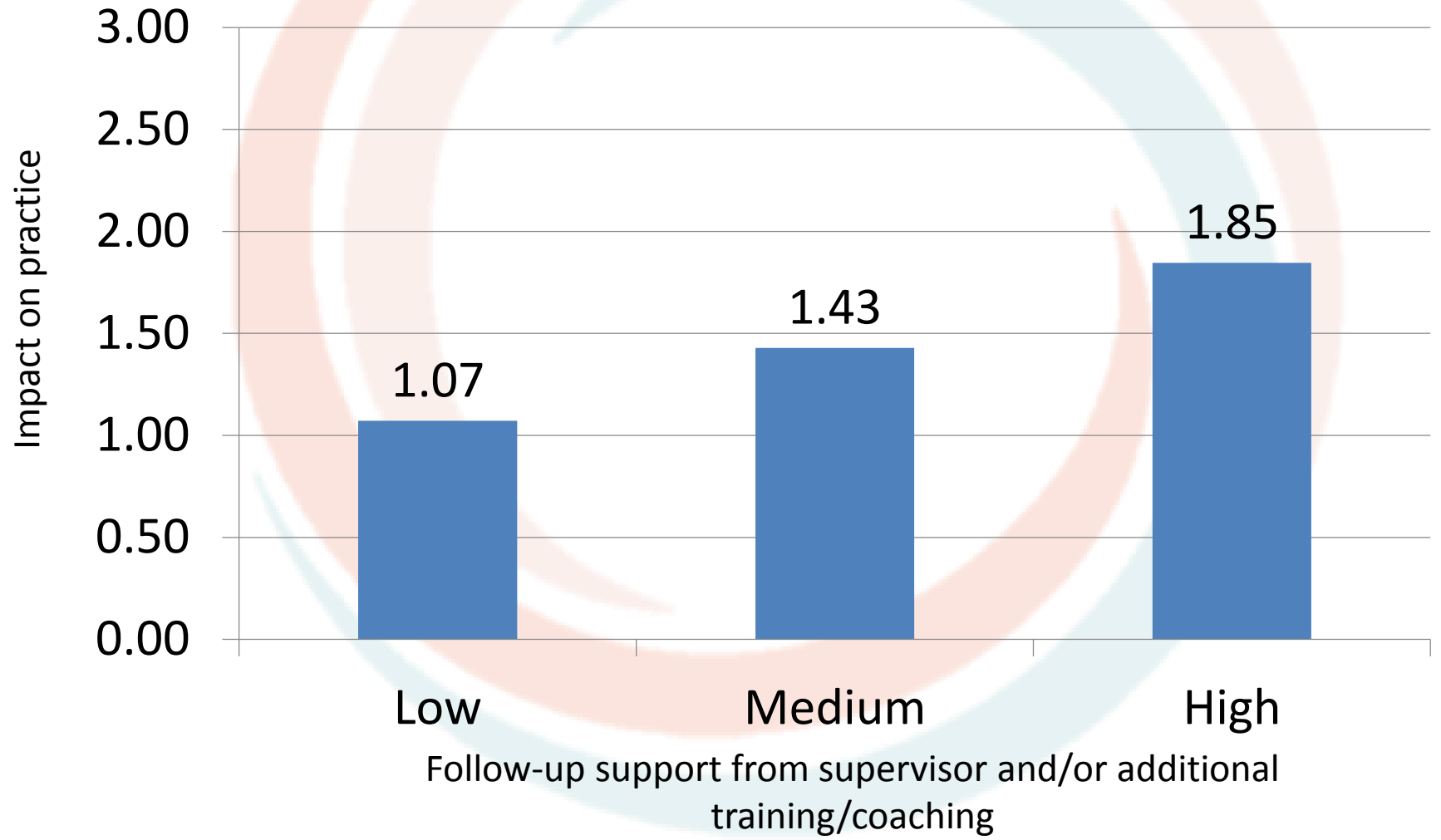
Self-reported importance of the training impacts likelihood of using new knowledge and skills



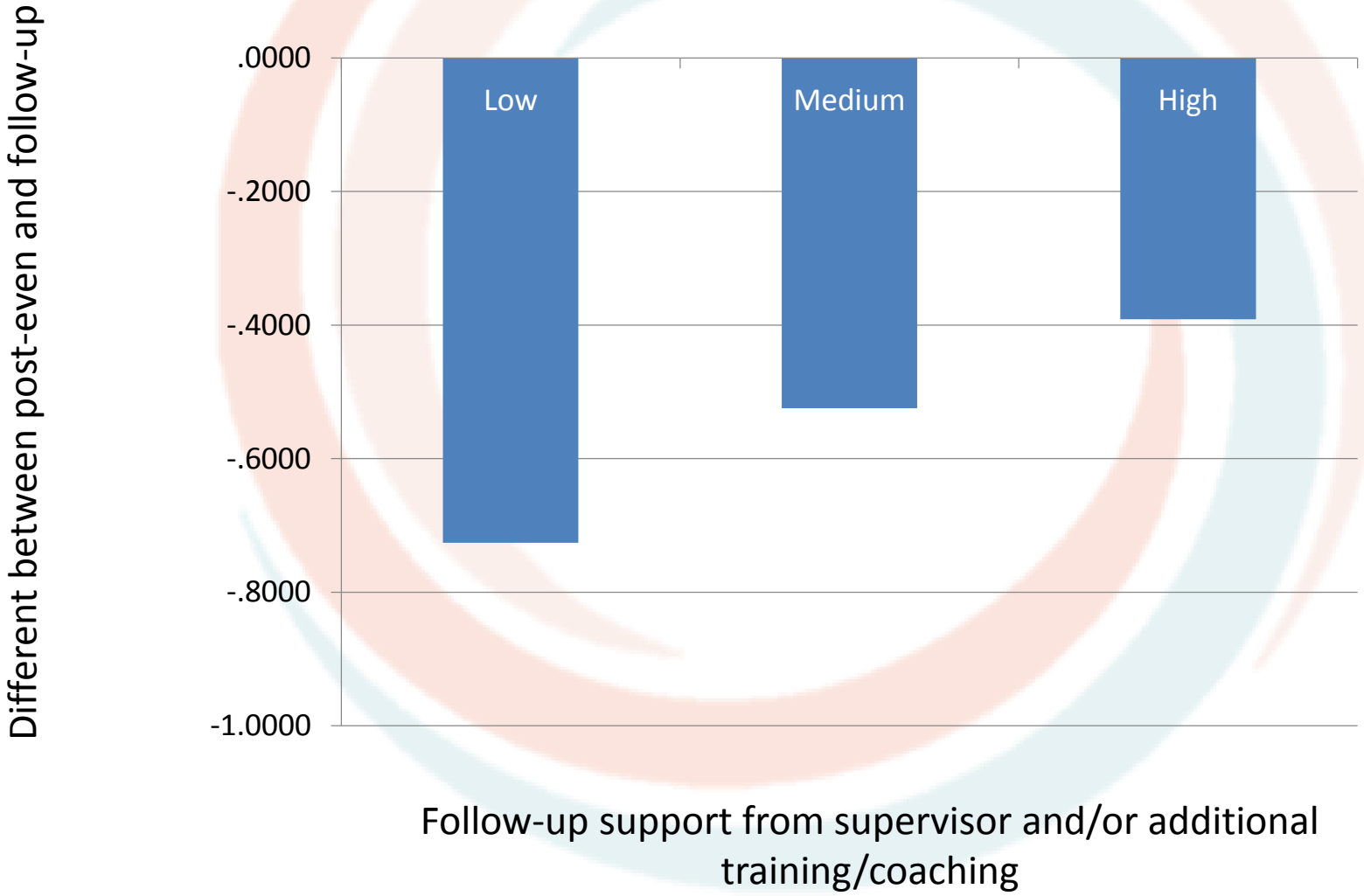
Perceived training quality impacts likelihood of using new knowledge and skills



Self-reported follow-up support impacts likelihood of using new knowledge and skills



Self-reported follow-up support is related to a smaller difference between post-event intentions and follow-up behaviors



Conclusions

Implications for future trainings:

- Quality of trainings matters
  - Self-reported impact was associated with higher quality trainings
  - Incorporate participant suggestions into future trainings
- Individuals are more likely to report positive impact if they view the training goals as important
  - Work with administrators to underscore training importance
- Follow-up support is critical
  - Follow-up was associated with increased impact at post-test, and more positive change scores
  - Ongoing coaching may increase impact

Contact Information

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