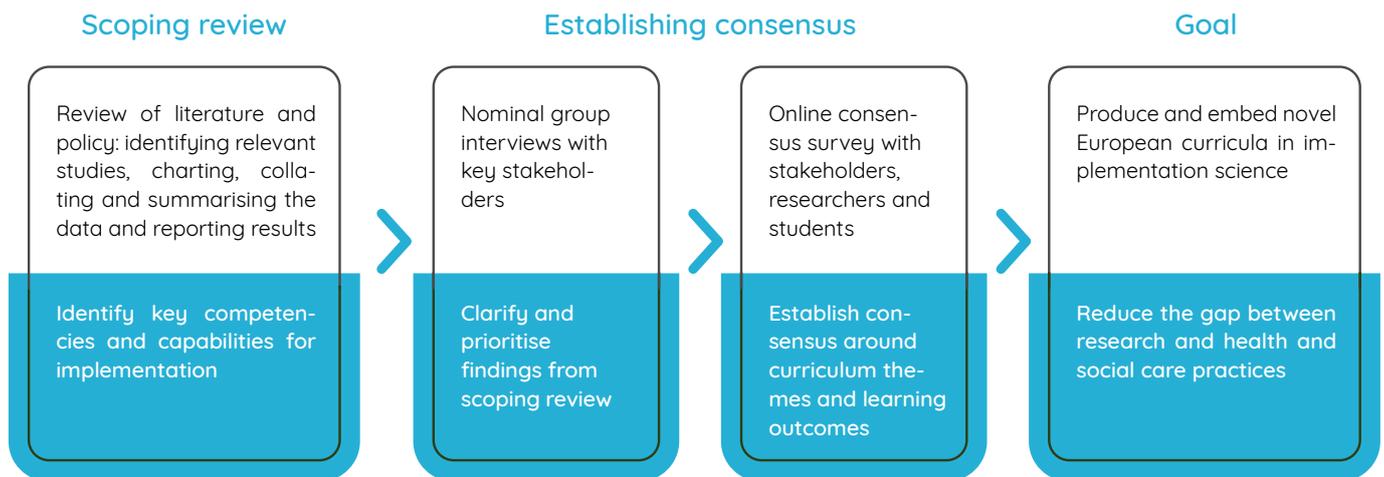European Implementation Science Education Network (EISEN) Intellectual Output 1

# Interim Summary Report June 2020

Development of a Curriculum Framework for Implementation

EISEN is co-producing two novel postgraduate curricula that will support implementation practitioners and students to build and assess their competence. This report summarises the work we've completed on the project to date, and the findings that have emerged in the form of potential curriculum themes and learning objectives. In the next stage of the project, we will be establishing consensus around these themes and objectives by speaking with communities of stakeholders, researchers and students in the Network's four partner countries.
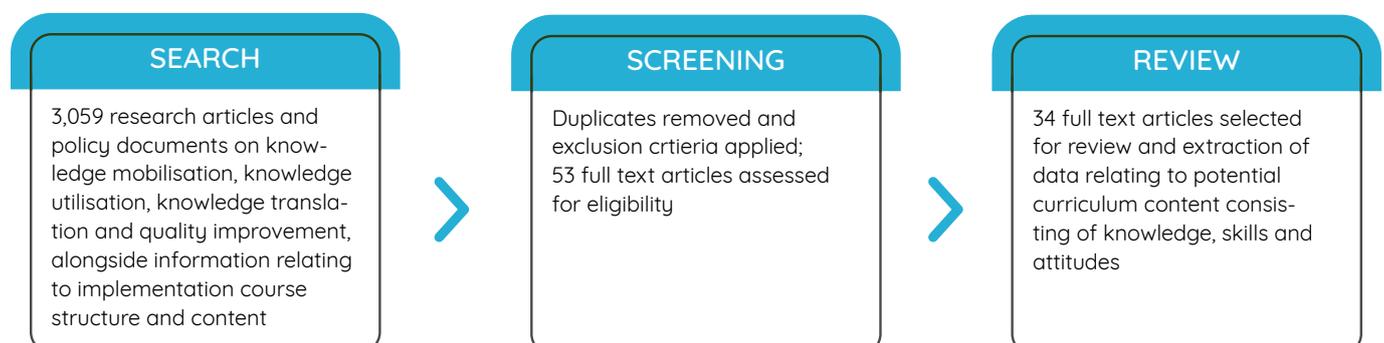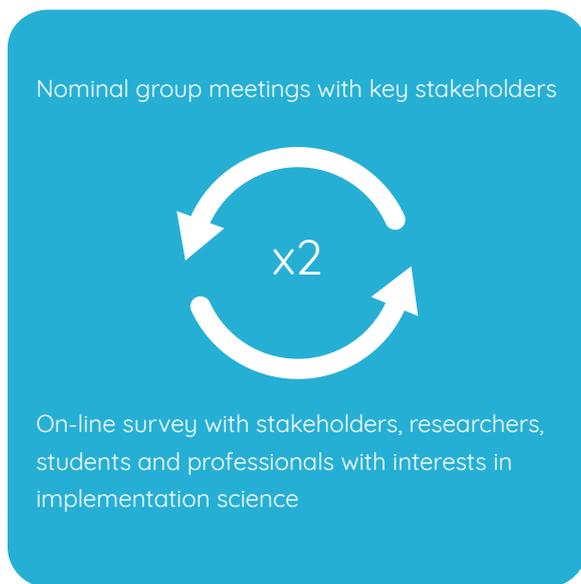
## Project overview

| Scoping review | Establishing consensus | | Goal |
|---|---|---|---|
| Review of literature and policy: identifying relevant studies, charting, collating and summarising the data and reporting results | Nominal group interviews with key stakeholders | Online consensus survey with stakeholders, researchers and students | Produce and embed novel European curricula in implementation science |
| Identify key competencies and capabilities for implementation | Clarify and prioritise findings from scoping review | Establish consensus around curriculum themes and learning outcomes | Reduce the gap between research and health and social care practices |

## Implementation curricula

| EQF Level 7 (Masters') | EQF Level 8 (Phd) |
|---|---|
| Develop the conditions for research and the generation of new implementation knowledge | Develop original implementation knowledge through leadership, innovation and autonomy |

## Scoping review

| SEARCH | SCREENING | REVIEW |
|---|---|---|
| 3,059 research articles and policy documents on knowledge mobilisation, knowledge utilisation, knowledge translation and quality improvement, alongside information relating to implementation course structure and content | Duplicates removed and exclusion crtieria applied; 53 full text articles assessed for eligibility | 34 full text articles selected for review and extraction of data relating to potential curriculum content consisting of knowledge, skills and attitudes |

# Establishing consensus

Consensus about the knowledge, skills and attitudes for implementation science will be established through a two-stage iterative process:

**Nominal group meetings with key stakeholders**

x2

**On-line survey with stakeholders, researchers, students and professionals with interests in implementation science**

**Nominal group** is a mixed-method approach that we are using to distil and synthesise information from the scoping review to agree ideas and concepts around which a framework of implementation competencies and capabilities can be developed and evaluated by a wider group of stakeholders.

**Key stakeholders** have been identified as those who lead and influence policy and practice in health and social care across the partner countries. For each of the four partner countries, these include:

• A strategic or national commissioner of health or care
• A major healthcare provider and employer
• A major social care provider and employer
• A representative of health and care education providers
• A national policy lead for health or care education policy

# FINDINGS

Our findings from the scoping review and nominal group meetings led to a set of potential curriculum themes and learning outcomes, coalescing around four domains:

## Aspects of knowledge
• Sources of knowledge, their validity, and their potential contribution to improving health and care
• Accepted rules and guidance for the conduct and reporting of different forms of knowledge relevant to improving health and care
• Appreciating and building the power of 'communities of practice' to build knowledge within implementation

## Aspects of implementation
• The contributions of different academic disciplines (e.g. sociology, psychology, and anthropology) to implementation
• The nature, content and application of models, theories and frameworks for implementation
• Skills in the use of tools and techniques associated with improving health and care where these are knowledge, and the role that knowledge plays in these
• Appreciating, evaluating and working through context within implementation
• The roles that people can play at the interface of knowledge and service planning and delivery (e.g. change agents, knowledge brokers, champions, influencers)
• Evaluation of implementation at different levels, and for different audiences
• The outcomes for service staff from engagement in implementation (staff satisfaction, morale and burnout)

## Aspects of organisations
• Understanding and working through networks and complex systems
• The characteristics of different organisational cultures and their role in supporting (or not) implementation
• The roles that stakeholders, including service users and service leaders, can play in implementation, and strategies for engaging with them productively

## Aspects of the self
• Being authentic and consistent with values associated with implementation
• Appreciating and demonstrating language and cultural competence
• The ability to navigate, negotiate and work across organisational and professional boundaries, building credibility with different stakeholders
• Political skills, including managing vested interests, navigating and exploiting power bases, people reading, shrewd timing of interventions, listening to, and taking into account, other people's views
• Understanding the different dimensions of leadership within implementation
• Developing a reflective and reflexive approach to personal growth and learning about issues related to implementation