



Implementing New Practices in Mental Health: Implementation Climate and Collaborative Learning

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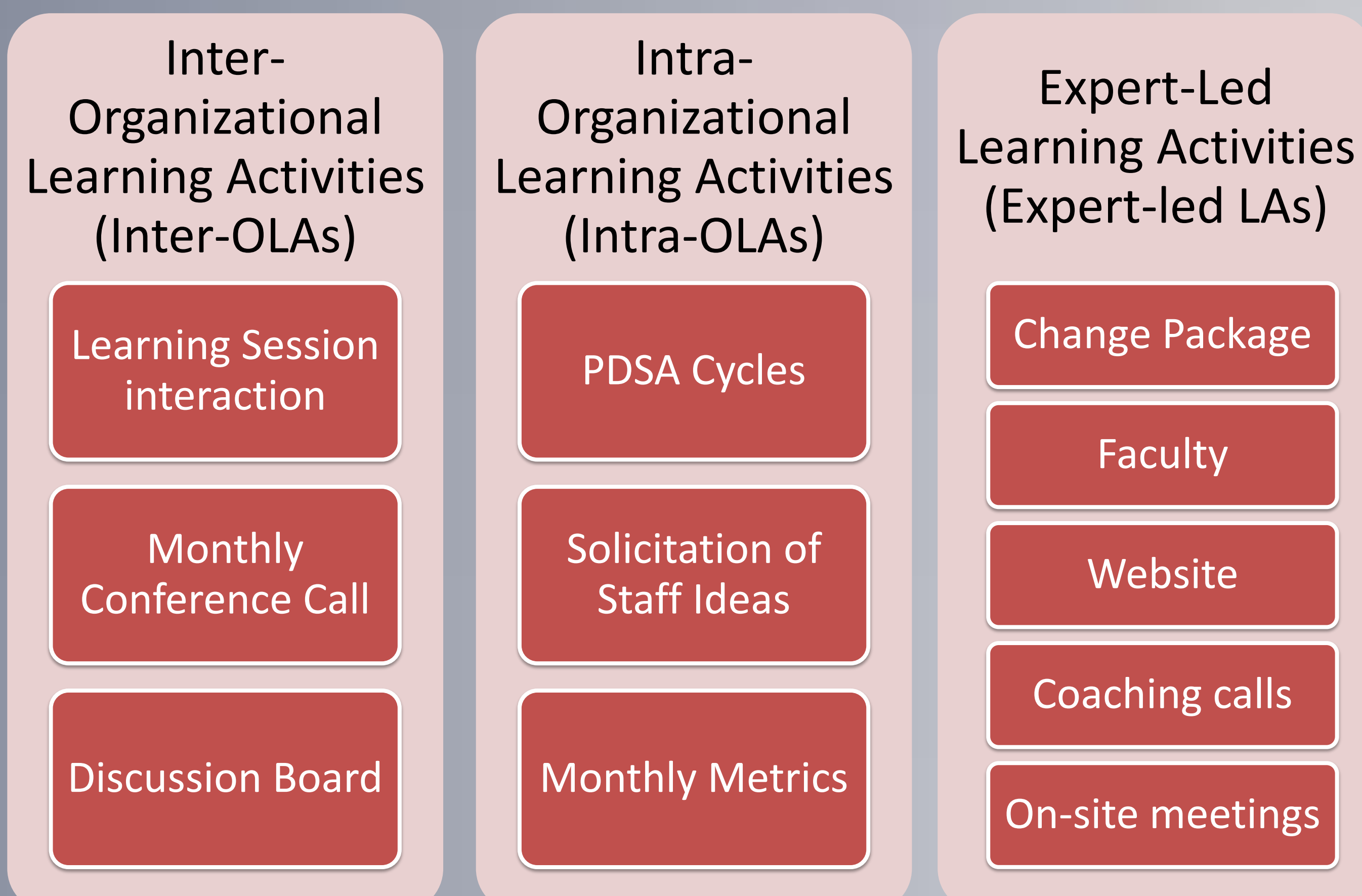
Background

- The Institute for Healthcare Improvement's **Learning Collaborative** (LC) model is often used to implement new evidence-based mental health treatments.
- Teams from multiple organizations participate over 8-12 months.
- **Learning Activities** facilitate information sharing
 - *Within Organization*(Intra-Organizational)
 - *Between* organizations (Inter-organizational)
 - *With trained experts* (*Expert Led*)
- The helpfulness of learning activities may vary with the degree to which clinicians perceive an EBP is *rewarded, supported* and *expected* by their organization (**implementation climate**).

Research Question

Does supportive organizational implementation climate enhance participants' perceived helpfulness of three types of learning activities for implementation: Inter-OLAs, Intra-OLAs, and Expert-led LAs?

Learning Collaborative (LC) Activities



Method

Participants: 134 participants from 27 mental health service organizations who took part in a LC to implement trauma-focused cognitive behavioral therapy (TF-CBT) in a mid-western county.

Data Collection: Surveys were administered in person to participants at the end of LC during the last learning session.

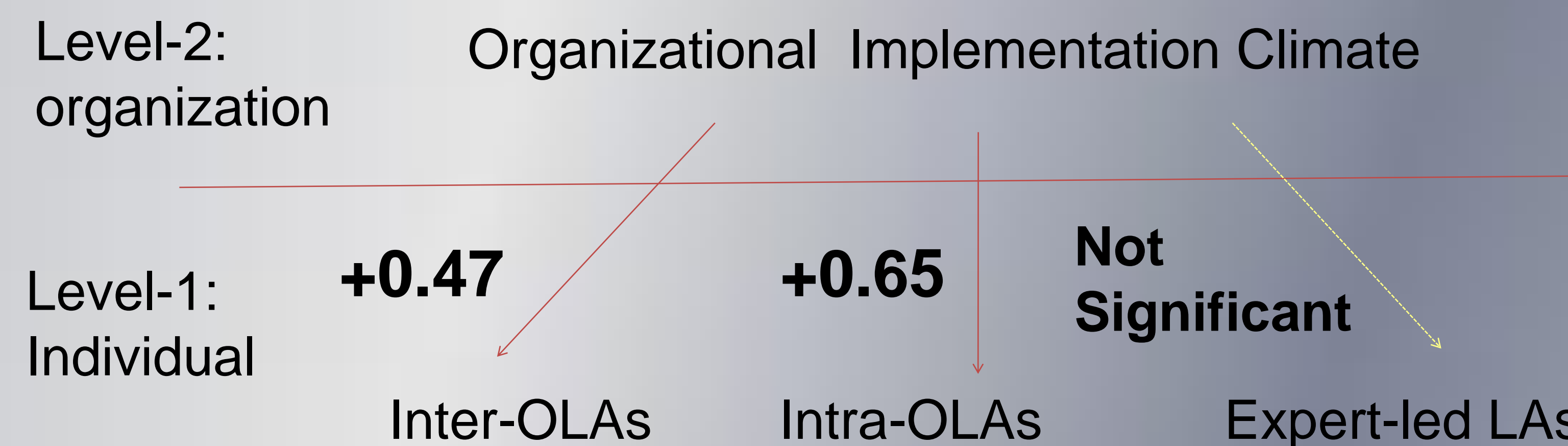
Measure (Nembhard, 2012 & Weiner, 2011)

Construct	Variable	Mean	SD	Measure
Implementation Climate	Independent	3.74	0.64	Implementation Climate measured with 12 survey items; 5-point Likert
Intra-OLAs	Dependent	2.62	0.97	3 survey items; 5-point
Inter-OLAs	Dependent	2.76	0.84	3 survey items; 5-point
Expert-led LAs	Dependent	3.30	0.88	5 survey items; 5-point

	FREQ	0-6 Mon	6-11 Mon	1-3 Year	3-5 Year	Over 5 Years
Control						
Experience in Present Job		27	28	22	16	34
Experience in the Field		1	16	18	19	83

Hypothesized Model & Analyses

Hierarchical Linear Modeling (HLM) was conducted to estimate three cross-level relationships (ICC > 0.2, Design Effect > 2.0)



Results

- Organizational implementation climate has a positive relationship with perceived helpfulness of InterOLAs (p<0.001) and IntraOLAs (p<0.001) after accounting for participants' experience in present job, children & family services.
- Implementation climate has the strongest relationship with IntraOLAs: with a 1 unit increase in implementation climate, perceived helpfulness of IntraOLAs increases by 0.65.
- Expert-led activities are considered to be the most helpful (3.20) when other predictors are 0. However, evidence shows implementation climate does not have association with perceived helpfulness of Expert-led activities (p<0.125) after accounting for experience.

Implication

- Organizational level contextual factors may account for variance in organizational learning.
- The more supportive an agency's climate for implementing TF-CBT, the more helpful clinicians perceive Intra- and Inter-organizational learning activities, especially those that involve learning within organizations (IntraOLAs).
- By creating a supportive climate for EBP implementation, agency leaders may stimulate clinicians to participate more fully in LCs, learn EBPs, and facilitate successful implementation of EBPs.

Reference

Nembhard, I. M. (2012). All teach, all learn, all improve?: the role of interorganizational learning in quality improvement collaboratives. *Health care management review*, 37(2), 154-64

Weiner, B. J., et al. (2011). The meaning and measurement of implementation climate. *Implementation science: IS*, 6(1), 78.