



Evidence and
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9-11 October

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Behavioural and Implementation
Science Interventions
Yong Loo Lin School of Medicine



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#221 - Developing the “marigolds” aka the Active Implementation Support Practitioners

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Objectives/aims

Supporting leaders and teams within organizations to engage in active implementation support requires knowledge and skills in specific domains including co-creation, ongoing improvement and sustaining change (Metz et al., 2020; Albers et al., 2022). Those engaged in active implementation support often go by many different names including coaches, improvement specialists, technical assistance providers, facilitators, consultants, mentors, or implementation specialists. The specific skill set of this workforce is often developed through job-embedded learning opportunities, certificate programs from different non-profit organizations, advanced graduate certificate programs or training programs within Institutes of Higher education, micro-credentialing programs, or other professional learning opportunities. The National Implementation Research Network is currently developing and implementing a micro-credentialing program for the development of a diverse implementation support workforce through funding provided by the US Department of Ed. The first two cohorts have launched the program as of Spring 2023. The objectives of this presentation are to 1) share the theory and research basis of the micro-credentialing program, 2) describe the methods and metrics being used to support program recruitment, engagement and improvement, 3) initial learnings from analysis of data being collected to guide the ongoing development and improvement.

Methods

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Methods used to develop the program included a scoping review of adult learning including blended learning approaches utilizing technology and social learning, micro-credentialing and other training programs as well as a review of grey literature such as other certificate and micro-credentialing program documentation.

Data being collected to evaluate and improve the micro-credentialing program include surveys assessing satisfaction, utility, relevance, quality of program, and knowledge gained; attendance and engagement within the program; time engaged in learning activities; skill assessment rubrics; and a listening session.

Main findings

Data is currently being collected using the methods described above. Initial results will be available to share along with identified improvements made to the program. In addition to sharing the results and the way in which the data is being used to make improvements, implications for the broader field of implementation science in terms of research and practice will be discussed.