# Implementation and improvement science education needs across the academic-health system landscape

## STUDY TEAM


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## BACKGROUND

- Implementation and improvement science focus on producing theories, tools and methods for effectively implementing evidence into practice and improving existing or developing new practices
- However, educational needs for the two fields across the academic-health system landscape are neither comprehensively specified nor standardized

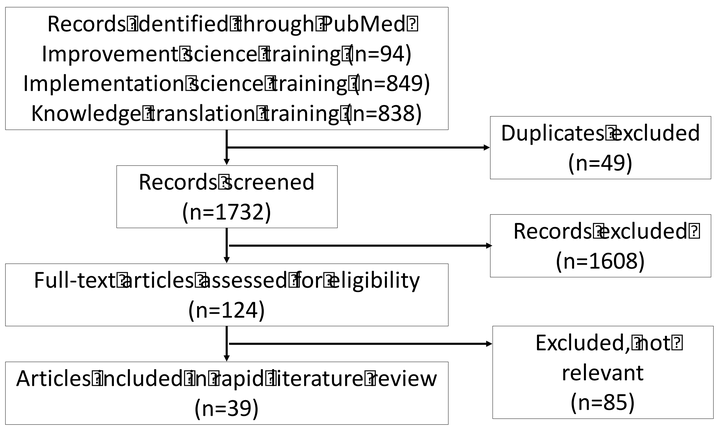
## PURPOSE

Identify implementation and improvement science competency domains and learning modalities for implementation/improvement science stakeholders across a range of disciplines and settings

## METHODS

- Rapid review of PubMed literature
- 31 structured interviews with academic and health professional stakeholders
- Data synthesis

## RAPID LITERATURE REVIEW FINDINGS




- Most (but not all) publications focused on specific researcher knowledge needs rather than the broader learning needs of the diverse implementation and improvement workforce
- Identified overarching competency domains for curriculum development:
  - History/motivation for implementation and improvement science
  - Scope and definitions
  - Key theories/frameworks
  - General strategies, tools, and approaches, including scale-up and spread
  - Evaluation methods
  - Team science/participatory approaches

## STAKEHOLDER INTERVIEW FINDINGS

| Interview demographic characteristics | N (%) |
|---|---|
| **Setting** | |
| University | 15 (48%) |
| Health System | 14 (45%) |
| Health Agency | 2 (6%) |
| **Role** | |
| Academic | 17 (55%) |
| Clinical | 6 (19%) |
| Administrative | 8 (26%) |
| **Career Stage** | |
| In training | 1 (3%) |
| Early career (0-5 years) | 6 (19%) |
| Established career (6 years and above) | 24 (77%) |
| **Level of improvement/implementation training** | |
| Minimal | 12 (38%) |
| Some experience | 9 (29%) |
| Experienced | 10 (32%) |

- A number of respondents primarily based in health systems or agencies were unfamiliar with implementation and improvement science terms/concepts
- Those more familiar spoke to specific implementation and improvement science competency domains that were most relevant for their needs
- Training needs included: partners for implementation, methodological support, experiential learning opportunities, and grant-writing support
- Preferred learning modalities included: short courses/workshops, online training, and mentored project-driven experiences

## IMPLICATIONS AND FUTURE GOALS

We identified needs and gaps in implementation and improvement science education that translational science institutes can use to work together and develop curriculum content that bridges the academic-health system divide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