

# Step-by-Step: A Blueprint for Successful Campaign Development and Implementation

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# Disclosure Statement

- No conflicts of interest to declare
- No relevant financial/nonfinancial relationships



**On a scale of 1-10, how important are local champions in your academic detailing work?**

# MIDAS Program

- **(MIDAS) Maintaining Implementation through Dynamic AdaptationS**
- Funded by the Veterans Health Administration (VHA) to create programs for the **adoption** and **sustainment** of specific evidence-based practices (EBPs).
- Uses Academic Detailing as an implementation strategy to **increase uptake** of 3 different EBPs.
- **Combine** Academic Detailing with a **team-based quality improvement strategy** in some sites to see if the combination is superior to Academic Detailing alone



# MIDAS Framework

- **Theory-driven** approach using asymmetric detailing
- **Systematic** and **repeatable** campaign development
- **Sustainability-focused**
- Follows **Bio-psycho-social-technical** model
- Engage frontline employees in continuous **incremental improvements**



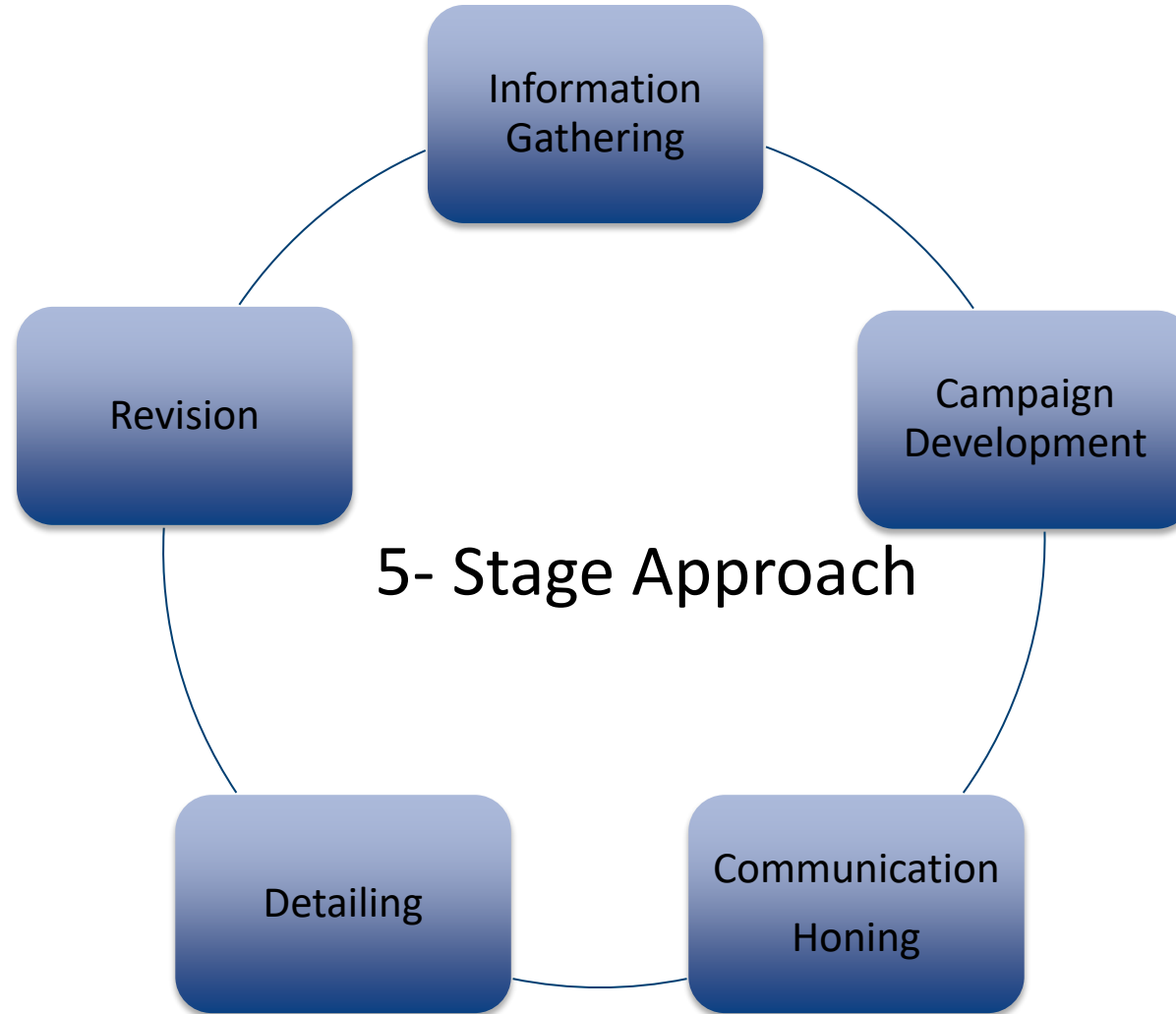
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# The MIDAS Way



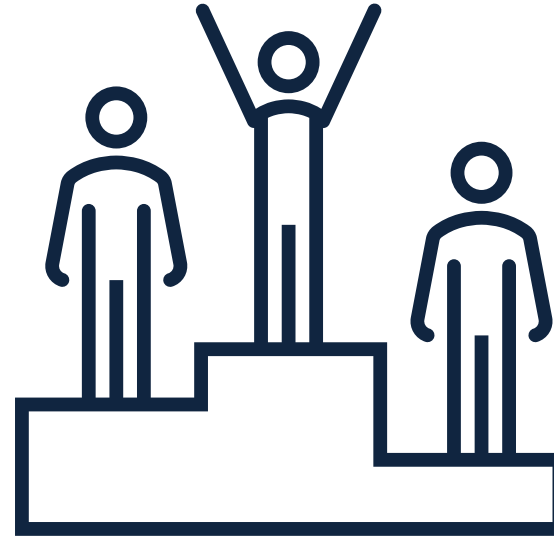
# Local Champion

- Integral to our approach is identifying and **engaging a local champion** before the first visit.
- Champions help understand **local framework** and identify **site-specific barriers/facilitators**
- Champion's role and level of engagement is **developed collaboratively** between champion and detailer



# Local Champion cont.

- Engaging a champion in implementation has shown to **improve implementation** and **promote sustainability**
- **Ideal champions have:**
  - Ownership
  - Influence
  - Enthusiasm





# Implementation Barriers

**Technology Comfort**

**Local Processes**

**Culture**

**Time**



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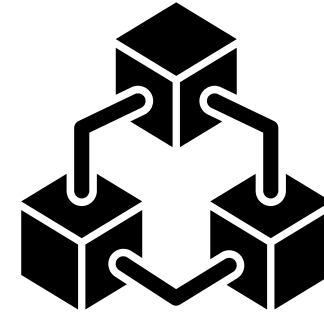
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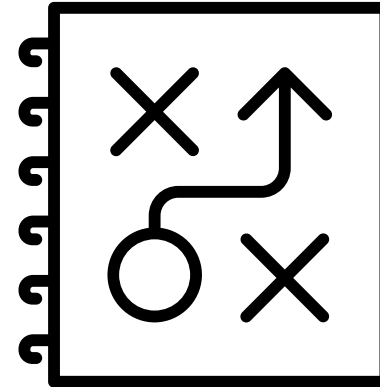
# Development

- **VHA is a data-rich environment**
  - Able to build upon work of Academic Detailing Service
- **Develop detailer plan**
  - Craft key message(s)
  - Create detailer handbook
    - Outline known barriers/facilitators
    - Include research and references
    - Include data from qualitative interviews



# Honing/Revising

- **Practice delivering key messages**
  - Role Plays
    - Internal
      - Colleagues, Team leads
    - External
      - VA Practitioners
      - Other detailers
- **Incorporate role play feedback into detailer plan**

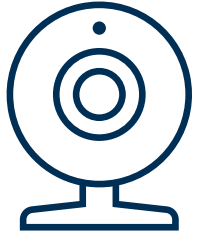


# Detailing

- **Two** virtual Academic Detailing sessions per provider over **6 months**
- Second visit designed to **reinforce messaging** in first, and serve as a check-in.
- **Audio recording of some sessions**
  - Fidelity Assessment
  - Peer Review
  - Weekly or biweekly supervision



# Fidelity assessment



- Detailers **record** some sessions with provider permission
- Detailers **measure** and **track** intervention fidelity using an online checklist following each visit
- Detailer **identifies opportunities for improvement** in each visit on the fidelity checklist
- All towards a goal of **continuous process improvement**



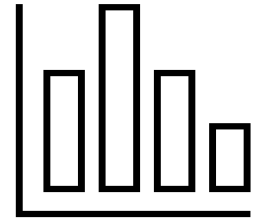
# Peer Review

- A trained peer reviewer, independently **reviews** a portion of the recorded sessions.
- Peer reviewer provides **feedback** and **notes** opportunities for improvement and strength area
- Detailer reviews peer feedback and makes effort to **incorporate into future sessions.**
- Biweekly **group discussion** of a subset of detailing sessions and associated feedback



# Early Results

- Two detailing campaigns complete
- **80%** of sessions were peer reviewed
- **53%** of eligible providers participated in first campaign (polypharmacy)
- All who completed satisfaction survey reported high satisfaction with the detailing session
  - *“Detailer was an effective communicator”*
  - *“Key messages are feasible to implement in my practice”*



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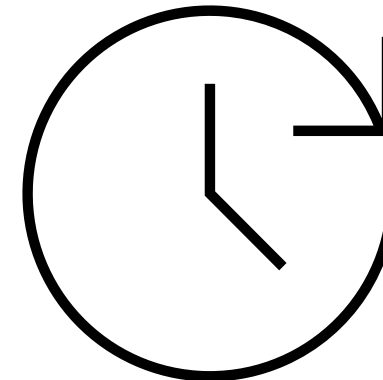
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# Pending Results/Products

- **Analysis of VA Corporate Warehouse Data (CDW)** to assess primary clinical outcome:
  - Proportion of potentially inappropriate medications.
- Process **evaluation**
- Developing a **training guide**
- Writing Academic Detailing **paper** that outlines processes and their development





# Key Takeaways

- **Knowledge** often is not the primary barrier
- It is important to maintain a **learning mindset**
- **Adaptability** and **Flexibility** are essential
- **Relationships** are vital
- Often **barriers** are systemic or process-related
- Engage **champions** earlier in the process
- **Continuous assessment** is valuable

