

Washington University School of Medicine

Digital Commons@Becker

Public Health Faculty Publications

Division of Public Health Sciences Faculty
Publications

2015

Developing dissemination and implementation competencies for training programs

Margaret Padek

Washington University in St Louis

Ross Brownson

Washington University School of Medicine in St. Louis

Enola Proctor

Washington University in St Louis

Graham A. Colditz

Division of Public Health Sciences, Department of Surgery, Washington University School of Medicine in St. Louis

Matthew W. Kreuter

Washington University in St Louis

See next page for additional authors

Follow this and additional works at: https://digitalcommons.wustl.edu/pubhealth_pubs

Recommended Citation

Padek, Margaret; Brownson, Ross; Proctor, Enola; Colditz, Graham A.; Kreuter, Matthew W.; Dobbins, Maureen; Sales, Anne; and Pfund, Christine, "Developing dissemination and implementation competencies for training programs" (2015). *Public Health Faculty Publications*. Paper 3.
https://digitalcommons.wustl.edu/pubhealth_pubs/3

This Other is brought to you for free and open access by the Division of Public Health Sciences Faculty Publications at Digital Commons@Becker. It has been accepted for inclusion in Public Health Faculty Publications by an authorized administrator of Digital Commons@Becker. For more information, please contact vanam@wustl.edu.

Authors

Margaret Padek, Ross Brownson, Enola Proctor, Graham A. Colditz, Matthew W. Kreuter, Maureen Dobbins, Anne Sales, and Christine Pfund

MEETING ABSTRACT

Open Access

Developing dissemination and implementation competencies for training programs

Margaret Padek^{1*}, Ross Brownson^{1,2}, Enola Proctor³, Graham Colditz², Matthew Kreuter⁴, Maureen Dobbins⁵, Anne Sales^{6,7}, Christine Pfund⁸

From 7th Annual Conference on the Science of Dissemination and Implementation in Health North Bethesda, MD, USA. 8-9 December 2014

Introduction

With demand increasing for dissemination and implementation (D&I) training programs in the United States and abroad, more structured, competency-based and tested curricula are needed to guide these training programs. In the first phase of a National Cancer Institute-sponsored D&I training grant (R25CA171994-02), a qualitative exploratory analysis was conducted to establish a new set of D&I competencies to guide these trainings in D&I research.

Methods

Based upon existing D&I training literature, our leadership team compiled an initial list of competencies. The competency list was then additionally narrowed to forty-three unique competencies following feedback elicited from several other experienced D&I leaders. Three-hundred D&I researchers were then invited via email to complete a card sorting activity in which the list of competencies were sorted into three categories of experience levels. We calculated a mean score for each competency based on their experience level categorization (e.g. score of 1 for beginner). From these mean scores, beginner, intermediate, advanced level tertiles were created for the competencies. The forty-three competencies were then grouped into four broad domains (background & rationale; theory & approaches; design & analysis; practice-based considerations) and sorted based on their experience level score.

Results

The card-sort achieved a 41% response rate. Eleven competencies fell into the “Beginner” category; twenty-eight into “Intermediate” and only four into “Advanced.”

Discussion

Most competencies were categorized as “Intermediate”, which may indicate that the field is still growing and experts remain unsure of what constitutes intermediate vs. advanced competencies. While more work is necessary with these competencies, these results provide a robust beginning for better articulating what is expected from D&I researchers across experience levels. Training developers can use this competency list to formalize future trainings in D&I research, create more evidence-informed curricula and enable overall capacity building and accompanying metrics in the field of D&I training and research.

Authors' details

¹Prevention Research Center in St. Louis, Washington University in St. Louis, 621 N. Skinker Blvd, St. Louis, MO, 63130, USA. ²Division of Public Health Sciences and Alvin J. Siteman Cancer Center, Washington University School of Medicine, Washington University in St. Louis, 660 South Euclid Ave, St. Louis, MO, 63110, USA. ³George Warren Brown School of Social Work, Washington University in St. Louis, One Brookings Dr, St. Louis, MO 63130, USA. ⁴Health Communication Research Laboratory, Washington University in St. Louis, 700 Rosedale Avenue, Campus Box 1009, St. Louis, MO, 63112-1408, USA. ⁵School of Nursing, National Collaborating Centre for Methods and Tools, McMaster University, 175 Longwood Road South, Suite 210a, Hamilton, ON, L8P 0A1, Canada. ⁶Center for Clinical Management Research, Veterans Administration Ann Arbor Healthcare System, 400 N. Ingalls Street, Room 4170, Ann Arbor, MI, 48109-5482, USA. ⁷Division of Nursing and Business, School of Nursing, University of Michigan, 400 N. Ingalls Street, Room 4170, Ann Arbor, MI, 48109-5482, USA. ⁸Institute for Clinical and Translational Research, Wisconsin Center for Education Research, University of Wisconsin-Madison, 4240 Health Sciences Learning Center, 750 Highland Avenue, Madison, WI, 53706, USA.

Published: 20 August 2015

doi:10.1186/1748-5908-10-S1-A39

Cite this article as: Padek et al.: Developing dissemination and implementation competencies for training programs. *Implementation Science* 2015 **10**(Suppl 1):A39.

* Correspondence: mpadek@wustl.edu

¹Prevention Research Center in St. Louis, Washington University in St. Louis, 621 N. Skinker Blvd, St. Louis, MO, 63130, USA

Full list of author information is available at the end of the article