

**Tool 2.2: SCAN - COMMUNITY READINESS QUESTIONS**

**Section in Planner: Phase 1, Step 2 (2.1)**

**Why is this important?**

Your assessment of local community (environment) ‘readiness’ creates a snapshot of the setting, identifies relevant trends, events, strengths, gaps, or areas of concern, and gathers the information needed to plan for successful implementation and sustainability of the proposed program.

**How to use this tool:**

Review the issues identified in the worksheet as they relate to your organizational setting and planning environment including health partners and program participants. Consider whether you need to explore any of these further with your planning partners. Contact relevant stakeholders including colleagues, provider agencies, your health network, people with stroke and caregivers. Review your findings with your planning team to assess impact on the feasibility, applicability, acceptability, equity, and affordability of implementing a new program.

Use and adapt this question guide to suit your own setting and circumstances, as needed.

**User Comments:**

*“Make sure there’s a need* [for the program] *in your community. We knew there was a need for it here but now we’re thinking maybe people aren’t as interested as we thought. Do that research before you start so you’re not launching a program and getting like three registrants for it and then you don’t know if you can run it after all that work*.” (Physiotherapist)

*“I think when you write a* [community assessment] *survey, people start talking about it, and it’s almost like your first promotion of the program. People are like ‘OK, is it going to happen now? When is it going to happen?’ So, we’ve had a lot of interest from people through word of mouth or people emailing us after seeing the survey. It has definitely helped us prove that there is a need and there is interest.”* (Program Coordinator)

**Phase 1, Step 2: Community/Environmental Readiness Questions**

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| CONTEXT | CONSIDER … |
| Organization   * Structure * Culture * Knowledge and Skills * Commitment to Quality Management * Resources | * To what extent is the exercise program consistent with the values, attitudes, and beliefs of the organization? |
| * To what degree does organizational culture support change and value evidence? |
| * To what extent do organizational leaders support (visibly and behind the scenes) implementation of the program? |
| * What are the organization’s priorities? |
| * How can the program help achieve these priorities? |
| * Are there priorities that will need to be delayed or altered to implement this program? |
| * Who are the organization and community stakeholders that should be consulted? |
| * How knowledgeable are the stakeholders about evidence-based, best practices? |
| * Do staff have the necessary knowledge and skills? To what extent are they motivated to implement the program? |
| * What education mechanisms are available in the organization? |
| * Are there communication systems (formal and informal) to support information exchange relative to the new program, change, and implementation process? |
| * What features of the work processes might facilitate or challenge adoption of the new program? |
| * Do quality improvement processes and systems exist to measure results of implementation of the program? |
| * What resources are required to implement the changes and sustain them in the long term? |
| * Are the necessary services, and equipment available: staff, technical, physical, and financial? |
| * Will the program contribute to increased or decreased costs? |
| * Will the changes have cost implications for other services? |
| * Are there regulations or legislation that affect implementation of the program? |
| Planning team   * Commitment * Roles * Decision making * Terms of Reference | * Has the team identified and agreed upon the target population and goals? |
| * Do all members of the team have access to/understand the evidence and jointly decide upon priorities and goals? |
| * Is there a strong commitment to the process from all team members and leadership? |
| * Are specific roles identified for team members such program champion, advisory/expert? |
| * Are there positive relationships and trust between all the disciplines that will be involved or affected by the program? |
| * Does the organization/planning team support shared decision making; is there a process for shared decision making? Is the process non-hierarchical and are decisions based on evidence not position within the organization? |
| * Is there a process for building consensus? |
| * Are all key stakeholders identified and included in decision making from the preliminary to final steps? |
| Health partners and practitioners | * Are there positive relationships and trust between community agencies, including professional care providers/health practitioners? |
| * Are practitioners aware of the service/practice gap and the need for a program? |
| * Are practitioners motivated to support a program? change practice? |
| * What are the practitioners’ perceived barriers to implementing the program and/or changing their practice: time, resources, knowledge, referral patterns, confidence in program, etc.? |
| * Are practitioners aware of exercise program recommendations and benefits; the supporting evidence? |
| * What are the practitioner attitudes toward the exercise program recommendations? |
| * Do needs vary among various health care providers? |
| Participants  Families | * Are participants/families aware of and do they understand the evidence for best practice; benefits of the program? |
| * What are their attitudes towards exercise program? |
| * Do they have the resources to participate in the program – fees, transportation, caregiver support? |
| * How far would they be willing/able to travel to participate in the program? |
| * What are their perceived barriers to participating in the exercise program? |
| * What (additional) resources or services would support their participation in the program? |
| * Are program materials and delivery available in their first language? |

Adapted from CAN-Implement Toolkit based originally on work by Renaud Smith and Donze, Assessing Environmental Readiness: First Steps in Developing an Evidence Based Implementation Culture and from the Registered Nurses Association of Ontario. Toolkit: Implementation of clinical practice guidelines.

* Harrison MB, van den Hoek J, Graham ID. CAN-Implement: planning for best-practice implementation. 1st edition. Philadelphia, PA: Lippincott, Williams and Wilkins; 2014.
* Registered Nurses Association of Ontario (RNAO). Toolkit: implementation of clinical practice guidelines. Toronto, ON; 2002. Available from: https://rnao.ca/sites/rnao-ca/files/storage/related/668\_BPG\_Toolkit.pdf
* Smith JR, Donze A. Assessing environmental readiness: first steps in developing an evidence-based practice implementation culture. J Perinat Neonatal Nurs. 2010;24(1):61–71.