The table below describes the HFTAT following Proctor et al.’s [1] recommendations for specifying and reporting implementation strategies. We also utilize Powell et al.’s [2] refined taxonomy of implementation strategies to ensure consistency of the HFTAT’s description with prevailing views in the field. However, we do differ from Powell et al. in that we view their taxonomy as listing activities one must carry out when executing an implementation strategy, rather than unique implementation strategies in themselves [see 3]. As such, we present what we consider to be the individual strategies making up the HFTAT under “Defined components” and present Powell et al.’s strategies under “Actions”.

| Specifications of the Housing First Technical Assistance and Training (HFTAT) program: A multifaceted and nested strategy to guide Housing First implementation |
|---|---|---|
| **Defined components** | **Primary components** | **Nested components** |
| eLearning-based Training | Distance-based consultation | • Interactive activities  
• Opportunities for reflection  
• Narrative story telling  
• Community of practice  
• Digital badging  
• Implementation manual  
• Baseline assessment  
• Tailored implementation planning  
• Technical assistance  
• Fidelity audit and feedback |
| **Domains of specification**<sup>2</sup> | **Actor** | **Actions**<sup>1</sup> |
| Pre-recorded training developed academics and practitioners with expertise in Housing First and eLearning | Expert Housing First practitioners | • Conduct ongoing training  
• Create a learning collaborative  
• Create or change credentialing  
• Develop educational materials  
• Distribute educational materials  
• Make training dynamic  
• Assess for readiness and identify barriers and facilitators  
• Audit and provide feedback  
• Centralize technical assistance  
• Develop a formal implementation blueprint  
• Facilitation  
• Identify and prepare champions  
• Mandate change |
<table>
<thead>
<tr>
<th>Action targets</th>
<th>Target Areas</th>
<th>Target Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td>• Knowledge</td>
<td>• Implementation leadership skills</td>
</tr>
<tr>
<td>Skills</td>
<td>• Skills</td>
<td>• Improved problem solving/troubleshooting in harm reduction environment</td>
</tr>
<tr>
<td>Attitudes</td>
<td>• Attitudes</td>
<td>• Development/refinement of policies and procedures</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Appropriate adaptation of intervention to local context</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Temporality</th>
<th>Time</th>
<th>First session within one week of end-of-training deadline and one month before implementation activities begin.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Training for administrators and other members of implementation team should be completed 1 week before technical assistance begins.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Staff training begins no sooner than one week after first technical assistance meeting but can wait until implementation team feels comfortable for implementation activities to begin.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Training should take no longer than 1 month. New staff to agency can engage training at any point.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dose</th>
<th>Weekly Hours</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Four modules (1-2 hours each)</td>
<td>One hour once a week for six months. Sessions extended if a week is missed.</td>
</tr>
</tbody>
</table>
Clinical and case management staff take modules 1-3
All other staff take module 1

**Implementation outcome affected**

- Acceptability and appropriateness
- Adoption of necessary practices and skills to work in harm reduction environment
- Introduction to necessary structural changes and management practices to improve fidelity and sustainability
- Acceptability of the intervention
- Program fidelity
- Sustainability

**Justification**

- eLearning is scalable and cost effective, and addresses staff turnover
- Research suggests educational approaches may help overcome attitudinal barriers to harm reduction noted in literature
- Incentives may enhance staff motivation
- Need to develop strong leadership in light of Housing First’s noted complexity
- Prior research shows Housing First adaptations are often necessary

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1 Refers to implementation strategies defined by Powell et al. [2] that are reflected in the HFTAT’s components and/or activities associated with them.
2 Domains of implementation strategy reporting as defined by Proctor et al. [1].

**References**

