



QH-TRIP

QH-TRIP | Translating Research Into Practice

QH-TRIP Advisor Guide

QH-TRIP – Translating Research Into Practice (QH-TRIP) Champion Guide.

Published by the State of Queensland (Queensland Health, March 2026).



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Suggested Citation

Queensland Health – Translating Research Into Practice (2026). *Queensland Health – Translating Research Into Practice (QH-TRIP) Champion Guide*, Queensland Health, Brisbane.

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How to Use This Guide

This Champion Guide is designed to support experienced health practitioners (Champions) to facilitate professional development sessions using the QH-TRIP Online Professional Development (PD) suite. It is structured to guide your team through each stage of a Translating Research into Practice (TRIP) project.

Who is this guide for?

This guide is for QH-TRIP Champions – clinicians with experience in knowledge translation and implementation science who support others in undertaking TRIP projects within their Hospital and Health Service (HHS).

As QH-TRIP Champions, you are an invaluable link between the TRIP initiative and local departments and teams. This document provides guidance on how to facilitate QH-TRIP training using the TRIP webinars and learning materials. Use this guide in conjunction with the online content – it will provide you with discussion points, prompts and concepts to consider and pose to your department or team to enhance learning opportunities.

How is it structured?

This Champion Guide is divided into seven chapters, each corresponding to a stage of the TRIP process:

- Foundation — building a shared understanding of TRIP
- Identify a Problem — pinpointing the clinical issue or evidence-practice gap
- Evidence to Support Change — appraising and searching the evidence
- Planning for Change — designing implementation strategies
- Implementation — putting the plan into action
- Evaluation — measuring outcomes and success
- Sustainability — planning to maintain practice change

Each chapter of this Champion Guide includes key learning objectives and information to support you in facilitating your team or department through the content and the TRIP approach to bring about health service change.

Each chapter follows a consistent structure:

- Overview — purpose and context for the stage
- Learning Objectives — what participants will be able to do
- TRIP Resources — online webinars and materials
- Champion Conversation Prompts — facilitated activities and prompts

Champion Tip!

Work through each chapter in order, or dip into specific stages as needed for your team's current TRIP project journey.

For more information, contact: qhtrip@health.qld.gov.au

1 Foundation

Overview

Foundation training is aimed at all clinicians to develop familiarity with Translating Research into Practice (TRIP) and the goals of QH-TRIP. Foundation training will help your team understand what TRIP is, why it is important, and what is needed to help make a TRIP project a success.

It is recommended that Foundation training videos and resources be incorporated into orientation for all clinicians commencing in a Hospital and Health Service (HHS). It is also the starting point for teams or departments new to TRIP, and a critical first step for anyone beginning their TRIP journey.

Champion Tip!

In a group, play the series of webinars interspersed with the discussion activities below. This works particularly well as a team orientation activity.

Learning Objectives

1. Define Knowledge Translation and Implementation Science terminology.
2. Understand why Translating Research into Practice is important.
3. Explain the differences and similarities between Quality Improvement (QI) and TRIP.
4. Describe the steps of TRIP:
 - Identifying a problem
 - Appraising the evidence
 - Planning for change
 - Implementing change
 - Evaluating change
 - Planning for Sustainability.
5. Identify important characteristics for making a TRIP project a success.

TRIP Resources

- Webinars:**
1. Why is TRIP important? (4.21 mins)
 2. What is QH-TRIP? (6.24 mins)

Champion Conversation Prompts

Estimated total time: 30–40 minutes

Activity 1: TRIP Concepts (30 - 40 mins)



TRIP Terminology

What words or terms are you aware of that have been used to describe TRIP?

Prompt words to consider: Knowledge translation, Implementation science, Evidence-based practice, Research uptake, Translational research, Dissemination.

QI vs Research vs TRIP

What do you think is the difference between QI, research, and TRIP?

What are the unique features of TRIP?

Reflecting on Change

Can you think of a time you tried to change something, and it did not go to plan or did not work?

- *What was the situation?*
- *Could you clearly identify the problem you were aiming to solve?*
- *What went right? What went wrong?*
- *What would you do differently next time?*

The ISLAGIATT Principle

It Seemed Like A Good Idea At The Time (ISLAGIATT) — no more! Using the TRIP steps prompts you to ask the key questions BEFORE embarking on your next great idea. It provides a more robust QI framework by also considering barriers and enablers, monitoring and sustainability. Use TRIP to make ISLAGIATT a thing of the past! "If you don't have time to do it right, when will you have time to do it over?" — John Wooden

2 Identify A Problem

Overview

Before translating any research into practice, it is important to understand why you are undertaking a TRIP project. Identifying a clinical problem or evidence-practice gap is Step 1 of the TRIP process. Pinpointing your clinical problem can be very challenging, yet it is critical that this is well defined before moving forward.

Champion Tip!

We suggest spending 1–2 sessions on this stage. Activity 4 can be taken as homework for teams to discuss at a second session.

Learning Objectives

1. Identify an evidence-practice gap from a problem experienced in practice.
2. Conduct a needs assessment and prioritise gaps.
3. Apply root-cause analysis to identify the breadth and depth of problems in practice and pinpoint the real issue.
4. Identify what unintended consequences arise when a problem is poorly defined.

TRIP Resources

- Webinars:**
1. Problems in practice: Identifying an evidence-practice gap? (3.52 mins)
 2. Understanding the Problem (12.04 mins)
 3. Case Study — Implementation gone wrong... (7.17 mins)
 4. Example from the Mater — Evidence based practice and identifying a clinical problem (25.05 mins)
- Worksheets:**
- Understanding Your Problem
 - EBP Barriers and Enablers
 - TRIP Evidence Practice Gap Decision Matrix
 - TRIP Evidence Practice Gap Assessment Form

Champion Conversation Prompts

Estimated total time: 75+ minutes (can be split across 2 sessions)

Activity 1: Identify and Categorise the Problem (10 mins)



What is a key practice issue you are experiencing?

Ask participants to allocate the problem into one of the following categories:

- Practice issue: a problem identified in practice
- Evidence-gap: evidence exists that is not being implemented in practice
- Unclear (or both!)

Activity 2: Problems (15 mins)



Watch Webinar 1: Problems in practice – Identifying an evidence-practice gap.

Watch Webinar 2: Understanding the Problem.

Activity 3: Evidence Practice Gap Matrix (10 mins)



Where does your problem sit?

Is it a high frequency, high impact issue?



Complete the TRIP Evidence Practice Gap Decision Matrix (or draw a 2x2 matrix on the whiteboard/flipchart).

Work with the group to:

- Allocate the issues generated by the group onto the matrix
- Identify the problem with the highest frequency and greatest impact.

Discuss whether this is the best problem to start with, or whether there is 'low hanging fruit' which may be prioritised first.

Activity 4: Understanding Your Problem Worksheet (15–20 mins)



Complete the TRIP Understanding Your Problem worksheet in small groups.



Work with the group to:

- Restate their problem and discuss their answers to each question.
- Discuss the outcome of your '5 Whys' root cause analysis: did the problem change?
- Consider strategies to measure the problem.

Consider starting this worksheet and taking it as homework for a second session.

Activity 5: Case Study — Implementation Gone Wrong (20+ mins)



Watch Webinar 3: Case Study — Implementation gone wrong.



Pause the webinar at 3.07 and discuss:

- What went wrong with this project?
- Can you clearly identify the problem they were aiming to solve?
- What could they do differently next time?
- Revisit the Understanding Your Problem worksheet — is there anything that would be changed after listening to this webinar? Discuss as a team.

Activity 6: EBP Barriers and Enablers (Group Activity)



Complete the worksheet: EBP Barriers and Enablers in small groups (if working as a department or team to implement evidence-based practice).

What is important about identifying a problem?

The amount of time spent identifying and understanding a problem is often underestimated. Spending time truly understanding and measuring your problem will save wasted effort and potentially prevent change fatigue by ensuring the right solution is implemented.

"Almost every element of good bread happens long before it goes into the oven. Too often, we spend our time and effort on the exciting last step. And too often, we forget to spend our time and attention on the preparation that is a lot less urgent or glamorous, but far more important. If you want to understand where mastery and success come from, take a look at the inputs and the journey, not simply the outputs." — Seth Godin

3 Evidence to Support Change

Overview

Understanding the levels of evidence and how to appraise the strength and quality of evidence in a timely way is crucial. It is important to consider how you will search and review evidence as well as share resources with your colleagues.

Always speak to your librarian or an experienced research colleague if you need more help with this step.

Champion Tip!

Many sites have access to library services. Make a time to meet with your librarian to find out how they can help your department. They might be able to direct you to 'effective literature searching' courses, or you could invite them to help run a PD session for your department.

Learning Objectives

1. Apply a strategy for searching and identifying evidence.
2. Understand the levels of evidence and how to appraise the strength and quality of evidence.

TRIP Resources

- Webinars:**
1. Rapid Review — How to find the best available evidence: an introduction (4.59 mins)
 2. Critical appraisal and systematic reviews (22.11 mins)
 3. Accessing information from the academic literature (7.42 mins)

Champion Conversation Prompts

Estimated total time: 70–90 minutes

Activity 1: Evidence-Based Guidelines in Practice (10 mins)



What evidence-based guidelines are used in your areas?

- *Who developed the guideline?*
- *What year was it released?*
- *Does everyone working in the area agree with the guideline?*
- *Has new evidence or literature been released since the guideline came out?*

Activity 2: Critical Appraisal (30 mins)



Watch Webinar 1: Rapid Review — How to find the best available evidence.

Watch Webinar 2: Critical appraisal and systematic reviews.

Important: ensure your team have read the paper provided prior to watching Webinar 2.

Activity 3: Critical Appraisal in Small Groups (30 mins)



Choose an article or guideline to critically appraise in small groups or with your department.

- Select an article
 - Select the appropriate critical appraisal tool
 - Ask participants to work through the critical appraisal tool
 - Ask participants to present their appraisal back to the group to discuss
- Having an experienced researcher or librarian for this session would be ideal.

Activity 4: Types of Evidence (10–20 mins)



Does all evidence have to come from published literature?

Ask participants to discuss what other sources of evidence could be considered in the absence of published literature and share with the group.

Activity 5: Database Searching Practice (Group Activity)



Use the TRIP database to search using the PICO format. Compare results to that of PubMed Clinical Queries and other databases. The key is for participants to find a search method they feel comfortable with.

Tips for searching evidence

PICO format (Population, Intervention, Comparison, Outcome) is a reliable structure for framing your search. If you are new to systematic searching, start with the TRIP database, as it is designed to surface higher-level evidence quickly. Consider engaging your local librarian to co-facilitate this session.

4 Planning for Change

Overview

Designing an evidence-based solution and planning for implementation is an important stage. Using a logic model or theory, model, or framework to understand the implementation context – including barriers and enablers, strategies for change, and who needs to do what differently for success – is central to this phase.

Context is a critical theme in knowledge translation and implementation. What works in one setting may not work in another. Consider the people involved, the organisation, the outer setting, and the evidence base when planning your change.

Champion Tip!

If the group or individual has selected several complex problems, it may not be possible to address them all at once. Revisit the questions in 'Identify the Problem' to help prioritise which problem to address and select what is feasible with your resources and time.

Learning Objectives

1. Identify all key stakeholders and know methods of engaging and involving stakeholders at all key points during planning, implementation, and evaluation.
2. Assess the implementation context, including barriers and facilitators to change.
3. Link barriers and facilitators to behaviour change theory.
4. Select implementation strategies that target barriers and facilitators to change using behaviour change theory.
5. Understand the benefits and challenges of different approaches to a variety of adaptive challenges.
6. Use an implementation framework to plan for implementation.
7. Assess readiness for change in implementation settings.
8. Develop an implementation team.

TRIP Resources

Webinars:

1. Introduction to implementation — is your problem complex? (4.20 mins)
2. Considering the context (5.09 mins)
3. Choosing an implementation Theory, Model and Framework (7.01 mins)
4. Identifying and Engaging Stakeholders (8.05 mins)
5. Planning for evaluation (3.18)

Worksheets:

TRIP Stakeholder Mapping
TRIP Evidence Practice Gap Decision Matrix

Resources:

Introduction to Implementation Theories, Models and Frameworks

Reading:

There is nothing so practical as a good theory: a pragmatic guide for selecting theoretical approaches for implementation projects.

Champion Conversation Prompts

Estimated total time: 90–120 minutes (can be split across multiple sessions)

Activity 1: Is Your Problem Complex? (15–20 mins)

	Watch Webinar 1: Introduction to Implementation — is your problem complex?
	Ask participants to consider the problems previously identified on their TRIP Evidence Practice Gap Decision Matrix: - As a group, discuss what elements might make these complex problems or interventions. Consider the number of pieces that make up the problem/intervention, whether they rely on each other, whether the intervention is flexible, how many groups or disciplines are involved, and how easy or difficult it will be to determine success. - Based on your discussion, do you think your problem is complex or simple? If complex, do you think you will need support to address this? (e.g. advice and mentoring from an experienced person, or a theory, model, or framework to guide your thinking).

Activity 2: Choosing a Theory, Model, or Framework (30 mins)

	Watch Webinar 3: Choosing an Implementation Theory, Model and Framework
	Discuss which theories, models or frameworks your team has had experience with. Ask those familiar with a theoretical approach to implementation to share their thoughts and experiences with the group. If people are unaware of using a theoretical approach, we recommend starting with the Knowledge to Action (KTA) framework.

Activity 3: Complex Problems (20–30 mins)

	Ask the group to select a complex problem previously identified and subjectively assess each factor of context as a negative (–), positive (+), or neutral influence on potential change to address that problem: - The evidence-base for the practice change or intervention - The people involved (staff and consumers) - The organisation (local and organisational levels) - The outer setting Prompt the group to consider how the factors within each level of context influence the overall rating they've given – there might be some exceptions, and it can help to make notes of these.
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Activity 4: Identifying and Engaging Stakeholders – Part 1 (20 mins)



Using the complex problem and what you understand about the context, consider the stakeholders for your project and what strategy you would use to engage each group.

Activity 5: Identifying and Engaging Stakeholders – Part 2 (20 mins)



Watch Webinar 4: Identifying and Engaging Stakeholders (8 mins)



Ask the group to think of a project and write all possible stakeholders on individual post-it notes.

Remind the group of the definition of a stakeholder (see 0.26 of the webinar) so they think about patients, carers, staff, and management.

- Using the TRIP Stakeholder Matrix (or a whiteboard), ask the group to place their post-it note stakeholders in the relevant sections.
- Present back to the group why you've placed stakeholders where they are.
- Prompt: Has anyone been missed? (operational staff, porters, other clinical teams, consumer groups etc.).
- Ask the group if anyone has ever worked on a project where a stakeholder was missed; what was the impact?
- Remind the group it's important to repeat this exercise at the beginning and during change processes, as stakeholders might change over time.
- Reviewing the stakeholder map, discuss strategies for communicating with each group; for example, nursing staff may find it difficult to check emails; consider alternatives such as butcher paper in the lunchroom or a feedback box.

What is context?

Context is a common theme in knowledge translation and implementation theories, models, and frameworks. But why is context important?

In the adapted words of Seth Godin: If you are a gardener planting orange trees in Ottawa, and nothing's growing, you could beat yourself up – or you could realise that oranges aren't easy to grow in Ottawa. You could move to Cuba or adjust the intervention to fit within the context – plant wheat instead. Don't beat yourself up if the climate doesn't match your seeds. Instead, consider the context in your planning and be prepared.

5 Implementation

Overview

Implementing a practice change is the 'doing' stage — how can you adapt evidence into the local context and tailor implementation strategies, while facilitating team dynamics, managing stakeholders, and negotiating resistance?

Champion Tip!

Implementation can be overwhelming — having a mentor to work through this can help. Consider which TRIP project support options are available within your service for individual project implementation.

Learning Objectives

1. Select and tailor implementation strategies that target barriers and enablers.
2. Mediate different interests and negotiate conflict through facilitation to build partnerships in pursuit of a common goal.
3. Develop strategies for overcoming stakeholder ambivalence or resistance to change.
4. Identify and explore a variety of adaptive challenges.
5. Evaluate adaptation and its potential impact on outcomes and how to mediate unanticipated implementation issues.

TRIP Resources

- Webinars:**
1. Implementing a practice change — Implementation Strategies (4.31 mins)
 2. Facilitation (9.44 mins)
 3. Top tips on facilitating the implementation of evidence — things to think about before you start! (5.23 mins)
- Case Studies:** Real world case study webinars – Implementation (choose your own adventure)
- Reading:** ERIC study compilation of implementation strategies.

Champion Conversation Prompts

Estimated total time: 50–65 minutes

Activity 1: Implementation Strategies You've Used (10 mins)



Watch Webinar 1: Implementation strategies (5 mins).



As a group list implementation strategies, the team has used to implement change in previous projects or activities.

- Did in-services and posters get mentioned? These are the 'go-to' strategies for clinicians. Prompt your team to consider if those strategies had the desired effect in previous projects. Was the change implemented and sustained?
- Ask the group what other strategies they have used or could be used.

Consider the 73 implementation strategies listed in the ERIC study if you need some inspiration.

Activity 2: Facilitation (45-60 mins)



Watch Webinar 2: Facilitation.

Watch Webinar 3: Things to think about before you start.

Watch one or two case studies of relevance to your problem, context, or area.

Activity 3: Matching Strategies to Your Problem (30 mins)



What implementation strategies might assist with the practice change?

As a group, consider the clinical problem, the evidence, the stakeholders, and the context barriers and enablers you have previously discussed.

Do your implementation strategies address the underlying cause of the problem?

This is a good time to go back to the root cause of your problem. Look at your fishbone diagram or answers to the '5 Whys'.

It's just like riding a bike...

People talk about bike riding when they want to remind us that some things, once learned, are not forgotten. What they don't mention is how we learned. No one learns to ride a bike from a book or even a video. You learn by doing it.... Actually, by *not* doing it. You learn by doing it wrong, by falling off, by getting back on, by doing it again. P.S. This approach works for lots of things, not just bikes. Most things, in fact. — Seth Goodin

BUT let's not all make the same mistake. Watch the QH-TRIP case study examples – what worked well, and what could be improved?

6 Evaluating the Change

Overview

Evaluating the change refers to knowing if practice changed and whether the implementation strategies used had an effect. This stage provides guidance in planning the measurement of your practice change, including implementation quality, service and clinical outcomes.

Champion Tip!

Evaluation can be overwhelming! How do you know if you achieved what you set out to achieve? Have a look at your 'Understanding a Problem' worksheet to help guide your evaluation.

Learning Objectives

1. Understand evaluation concepts to select appropriate evaluation indicators.
2. Distinguish between the aims of intervention vs. implementation outcomes and the role they play in evaluation.
3. Evaluate implementation quality (including feasibility, acceptability, fidelity, etc.).
4. Use an evaluation framework to guide evaluation.

TRIP Resources

- Webinars:**
1. An Introduction – Monitoring Outcomes and Measuring Success (3.18 mins)
 2. The Logic of Logic Models (5.02 mins)
 3. Implementation vs. Intervention outcomes (5.36 mins)
- Case Studies:** Real World Case Studies — Evaluation (choose your own adventure)
- Worksheets:** Logic model template
Understanding Your Problem worksheet

Champion Conversation Prompts

Estimated total time: 90+ minutes

Activity 1: Audience and Purpose of Evaluation (10 mins)



Watch Webinar 1: An introduction to monitoring outcomes and measuring success (5 mins)



Ask participants to list out:

1. The intended audience of the evaluation
2. The purpose of the evaluation for the TRIP project

Consider what is important for the audience to understand about the project moving forward, and how you might find this out from them

Activity 2: Revisiting the Problem (10 mins)



Review the Understanding Your Problem worksheet



How did you know there was a problem at the time?

How did you measure this problem?

How do you know if your practice change has had an effect? What did you think success would look like?

Prompt the group to consider which of these 'problem' measures may be useful in the evaluation.

Activity 3: Logic Model Mapping (30-45 mins)



Watch Webinar 2: The Logic of Logic Models (5 mins)



Ask the group to use the logic model template to map out their project.

- Starting with the outcome (what problem are you trying to solve) and working backwards may help.
- When reviewing a logic model, consider what the corresponding evaluation questions are.
- Revisit Activity 1 – ask the group to circle the evaluation questions on the logic model that best meet the needs of the evaluation audience and the purpose of the evaluation.

Activity 3: Logic Model Mapping (30 mins)



Watch Webinar 2: The Logic of Logic Models (5 mins)



Ask the group to use the logic model template to map out their project.

Starting with the outcome (what problem are you trying to solve) and working backwards may help.

When reviewing a logic model, consider what the corresponding evaluation questions are.

Revisit Activity 1 – ask the group to circle the evaluation questions on the logic model that best meet the needs of the evaluation audience and the purpose of the evaluation.

Activity 4: Implementation vs. Intervention Outcomes (15 mins)



Watch Webinar 3: Implementation vs Intervention outcomes (5 mins)



Is there a theoretical approach to evaluation that might help structure the team's thinking about measuring implementation outcomes in your project? Share with the group.

A note on evaluation scope

The failure of any evaluation is measuring A) Nothing — but also B) Everything.

Evaluation is important to consider in the planning phases of any TRIP project to decide which indicators to include and which to leave out.

Have a look at the real-world case study evaluation webinars to explore how you can practically evaluate the impact of your TRIP project. As always, seek support from an experienced mentor if you are new to this.

7 Sustainability

Overview

Sustainable practice change is difficult to achieve. Systematic planning to consider determinants of sustainability, creating conditions to sustain practice, and monitoring for drift are important aspects for all TRIP projects.

Champion Tip!

Sustainability in healthcare has many different definitions (e.g., environmental sustainability, reducing wasteful practices). Discuss with your group what sustainability means to them, then select and define 'sustainability' in the context of TRIP — as it relates to sustaining practice change. Make it clear that this is the shared definition that will be used moving forward in this activity.

Learning Objectives

1. Understand factors related to sustainability outlined in various theories and frameworks.
2. Develop a sustainability plan.

TRIP Resources

Webinar:	Introduction to Sustainability
Factsheet:	Introduction to Sustainability Frameworks

Champion Conversation Prompts

Estimated total time: 20 minutes

Activity 1: A Change that Didn't Stick (20 mins)	
	Think of a 'change that didn't stick'... • <i>What happened?</i> • <i>Why did the change 'not stick'?</i> • <i>Did some parts 'stick', or did things 'fizzle out' over time?</i> • <i>What factors that led to the outcome?</i> • <i>Was there anything that could have been done differently?</i> Champion prompts to deepen discussion: • <i>Was the change doomed from the start? How could the project lead have known there were issues earlier?</i> • <i>Was the change dependent on one person who then moved on?</i> • <i>What supporting systems could have helped?</i> • <i>Was the implementation approach too directive, or did people not agree with the evidence?</i>
	Use a whiteboard or flip chart to record the discussion. Explore the comments with the group. By the end of this activity, the group should have a list of ideas or strategies that could have helped the change to 'stick'. Capture these on the whiteboard and use them to inform your own sustainability planning.

Your TRIP journey is just beginning

Persevere (verb): **to persist in anything undertaken; maintain a purpose despite difficulty, obstacles or discouragement; continue steadfastly.** *Oxford Dictionary*

Your TRIP journey is not over — it's just the beginning. Take time to reflect on your journey: what worked well, and what would you do differently next time? Did you find another problem to address, or do you need to scale up the solution you just implemented? We want to hear your key learnings. Contact us at qhtrip@health.qld.gov.au to showcase your TRIP project and learnings.