

Programme Evaluation in Accreditation: How, Why, and Beyond

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Outline

PE & QI 101

Types of PE and their uses

Do's, Don'ts, and Good Processes for PE & QI

Change Management/Leadership

Advocacy and Knowledge Translation





Provide a basis of understanding for the application of PE & QI



Review current trends in PE & QI



Review good processes for PE & QI



Discuss using PE & QI as a mechanism for change/advocacy



Learn how to establish continual improvement processes



Using Program Evaluation for advocacy

Goals of this workshop

Everyday PE

- Would you use a drug that had not been tested?
- How do you research where to go/stay when travelling?
- How about buying a car?
- Issues?

Everyday
PE



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Everyday
PE

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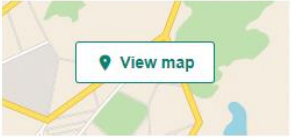
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Thought Exercise

- Can you think of examples of PE & QI you have encountered?
- What was the outcome?
 - Did it influence thought or behaviour?
- How was it done?
 - What was effective or successful?
 - What could have been better?
- Other examples of PE?
- Considerations?

Who we are / Why does this matter in our roles?

- Dr. Susan Farrell, C. Psych.
 - Clinical Director of The Royal's Community Mental Health Program
 - Former Director of Training for The Royal's Psychology Internship Programme
 - Former member of the CPA's Accreditation Panel (CPA's accreditation decision-making body).
- Dr. Stewart Madon, C. Psych.
 - Registrar of Accreditation for the CPA.

Who we are / Why does this matter in our roles?

- We are all professionals
- Our roles demand that we ensure that the training offered to future members of our professions:
 - Meets their needs
 - Meets the needs of society/the job market
 - Protects the public
- There is a difference between PE, QA and QI!

Professional Competencies (defined by provincial/territorial regulators; ACPRO/ASPPB; informed by science and research)

MRA/AIT Competencies (defined by CPA *Mutual Recognition Agreement* and Agreements on Internal Trade)

Accreditation Standards (defined by CPA *Accreditation Standards and Procedures for Doctoral Programmes and Internships in Professional Psychology*)

QA versus QI versus PE

Quality Assurance

- seeks to avoid substandard care
- meeting standards
- Reactive

Quality Improvement

- strives to exceed acceptable levels of care
- continuously improving
- proactive, systems approach

Program Evaluation

- elements of QI
- Application of research methodology
- aim to plan, explore, review and changes

Why does this matter in our roles?

- As accreditors, it is your role to ensure that the training delivered by accredited programmes meets current:
 - Educational Standards
 - Job Standards
 - Ethical Standards
 - Legal Standards
- What is your context??

Psychology Specific Example

- Curricula/programme goals/training models need to be adjusted to account for:
 - the evolving body of scientific knowledge in psychology as it applies to professional practice,
 - current professional and regulatory standards of best professional practice,
 - local, regional and national needs for psychological services, and
 - the jobs and career paths attained by the programme's graduates.

PE & QI in Context –

Programmes need to know:

- How do we know whether we are meeting our goals and objectives?
- What do we do with the information gained from examining our success in meeting our goals and objectives?
- How does the information gained from self-assessment influence the continuous quality improvement of our training model and its goals and objectives?

QA and QI example

- QA: Site visits/programme reviews
- QI: Standards revisions

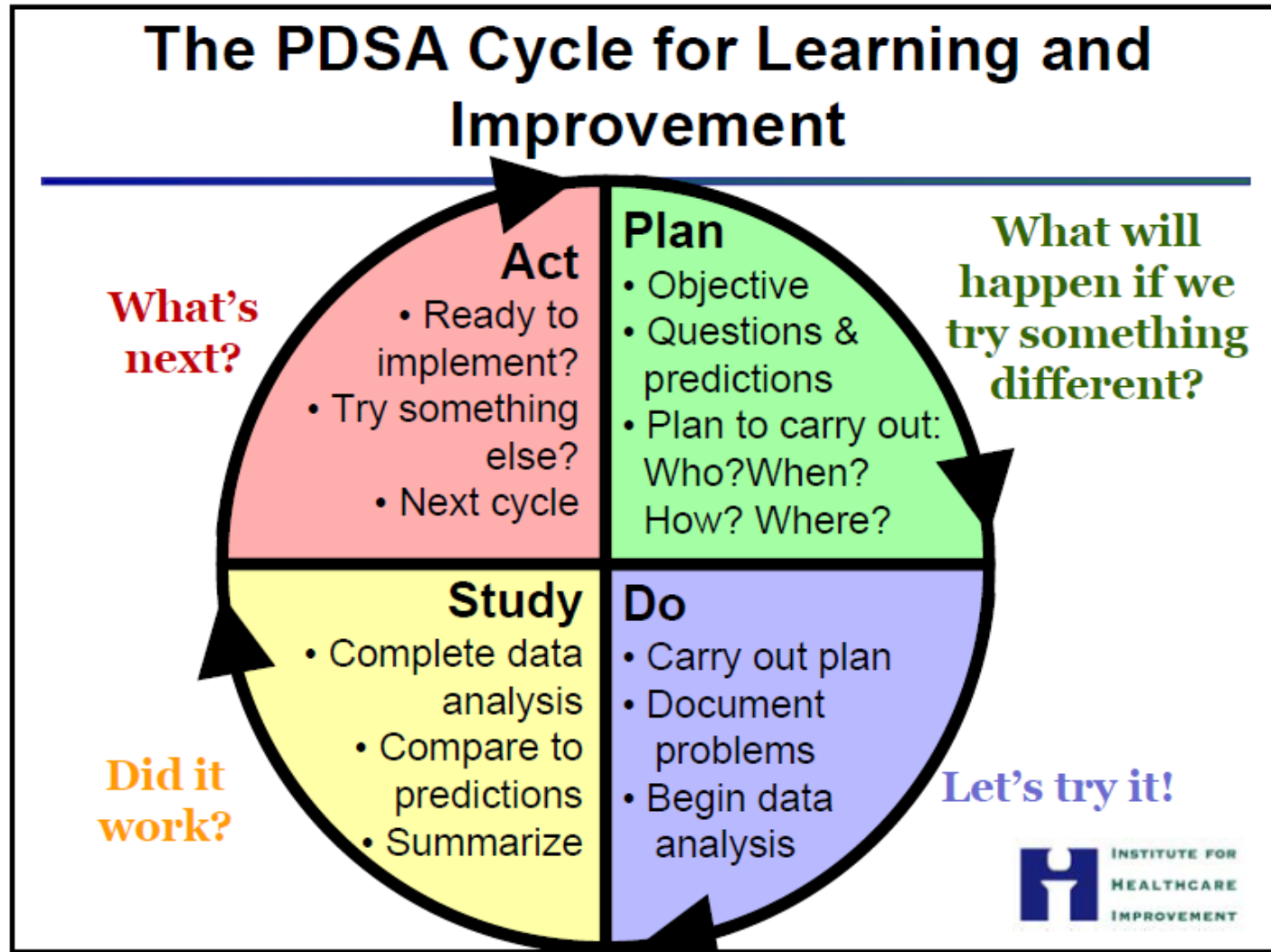
PE-QI-QA in a nutshell



QUICK BREAK

Do you do more QI, QA or PE now?
What would you like to do more of?

Model for Improvement- The QI Cycle



QI Considerations

Balanced Scorecard

A QA tool and possibly a QI link

Balanced Scorecard



Published in 1992 by Robert Kaplan and David Norton

Based on the model of "What you measure is what you get"

Balanced Scorecard

- Managers want a balanced perspective of both financial and operational measures
- Effective measurement must be an integral part of the management process
- Developed the Balanced Scorecard to translate strategic objectives into a coherent set of performance measures

Balanced Scorecard

Kaplan and Norton included 4 perspectives in their Scorecard:

- 1) Customer Perspective
 - "How do customers see us?"
- 2) Internal Business Perspective
 - "What do we excel at?"
- 3) Innovation and Learning Perspective
 - "Can we continue to improve and create value?"
- 4) Financial
 - "How do we look to shareholders?"

Balanced Scorecard

Using the Balanced Scorecard forces you to focus on the handful that are the most critical

Balances vision for the future and traditional command and control functions

Financial Perspective		Customer Perspective	
Goals	Measures	Goals	Measures
Internal Business Perspective		Innovation and Learning Perspective	
Goals	Measures	Goals	Measures

Balanced Scorecard

Each Perspective has both Goals and then Measures of that Goal

For example, Customer Perspective

Goal: Increase customer satisfaction in new users of our computer system

Measure: Random telephone interviews of IT Managers 3 months after purchase

Financial Perspective		Customer Perspective	
Goals	Measures	Goals	Measures
Internal Business Perspective		Innovation and Learning Perspective	
Goals	Measures	Goals	Measures

Balanced Scorecard

Why do we mention this model?

Financial Perspective		Customer Perspective	
Goals	Measures	Goals	Measures
Internal Business Perspective		Innovation and Learning Perspective	
Goals	Measures	Goals	Measures

Balanced Scorecard

- As Accreditors, we are often both at the service of as well as evaluating our member programmes.
- The needs of those programmes often differ from our needs, but we are still working toward the same ends.
- With a Balanced Scorecard you can demonstrate how your needs meet the needs of other stakeholders.

Balanced Scorecard

Suggested Alternative

- 1) Customer Perspective
 - “How do programmes see us?”
- 2) Internal Business Perspective
 - “How does the Board/Decision-Maker see us?”
 - “Are our processes meeting our needs?”
- 3) Innovation and Learning Perspective
 - “How do the Regulators see us?”
 - “What do we need to do better?”
- 4) Financial Perspective
 - “How does finance see us?”
 - “How do we continue to operate?”

Balanced Scorecard Model

Financial Perspective		Customer Perspective	
Goals	Measures	Goals	Measures
Internal Business Perspective		Innovation and Learning Perspective	
Goals	Measures	Goals	Measures

Types of PE and their Use

Types of PE and Reasons to Conduct Them

REASON	TYPE OF PE
Program Planning & Description	*Program Logic Model
Needs of Population	*Needs Assessment
Ensure Programs Running as Intended	Implementation or Formative Evaluation
Investigate Satisfaction	Surveys, Focus groups
Did it make a difference?	Summative Evaluation
Cost Effectiveness	Costing Evaluation

The BEST tool for describing a program!

It provides a description of what a program, service or unit does, who it serves, how it does its work, what it takes to run the Unit and the value the service provides (as measured by outcomes)

It guides the monitoring and measurement of a service/unit contribution's to patient care and best service practices

What is a Program Logic Model?

Resources

- You need certain resources to be able to run your program.



Activities

- **IF** you have access to those resources, **THEN** you can accomplish your activities.



Outputs

- **IF** you can accomplish these activities, **THEN** you will have delivered the services you planned.



Outcomes

- **IF** you have delivered the services as planned, **THEN** there will be benefits for the clients, communities, systems, or organizations your program serves.

Logic Model:
If-Then Links

Why Develop a Program Logic Model?



Good opportunity for all staff to be involved in examining what a service/program does and have the chance to profile it for others



Provides a road map for the evaluation of patient and system outcomes



Builds consensus on aspects of the service/program (activities, outputs, outcomes) if developed in a collaborative fashion – checks that everyone shares an understanding about the service they are part of!



Supports development of program theory



Components of a
Program Logic Model (*see template*)



Applied Example

Having Lunch!





Applied Example

Programme applying for accreditation





PROGRAM LOGIC MODEL (PLM)

Table Group Exercise – PLM for an accrediting organization



LUNCH

Come eat lunch with us!



PROGRAM LOGIC MODEL (PLM)

Table Group Exercise – PLM for an accrediting organization





PLM Debrief

Experiences and Reflections – Questions?

Where would we use this and how is it valuable?



Types of PE and Reasons to Conduct Them

REASON	TYPE OF PE
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Ensure Programs Running as Intended	Implementation or Formative Evaluation
Investigate Satisfaction	Surveys, Focus groups
Did it make a difference?	Summative Evaluation
Cost Effectiveness	Costing Evaluation

The Importance of Designing Programs to meet the Needs of the Population



"Hey, hey, hey! Are you folks nuts? I'm telling you, *this* is the car for you."

Introduction to Needs Assessments



Evaluation of
services in place to
address problem



Examination of
service alternatives



Determine needs
of potential users
of program



Development of
plan for new
program

Steps in Planning a Needs Assessment



Clearly identify the target population (be broad but specify who is/is not included)



Define the needs to be investigated



Select methods & time frame to investigate needs




Conduct data collection



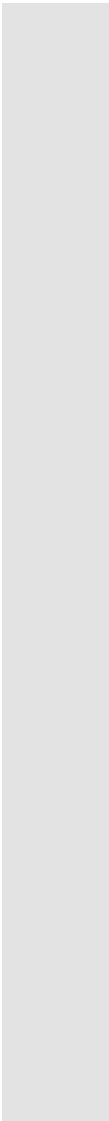
Interpret results (with the input of others)



Disseminate with an action plan

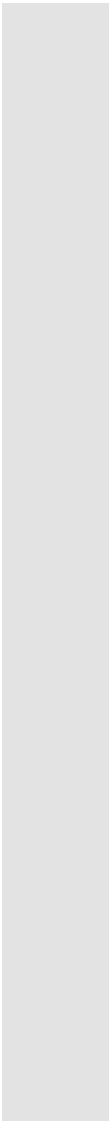


Introduction to Formative or Implementation Evaluations

- An assessment of whether the intended program inputs, activities and outputs are actually being delivered to the intended recipients in the intended amount of at the intended level of quality
- 



Outcome vs. Impact Evaluation

- An assessment of whether interventions have actually produced intended effects (e.g., produced planned client benefits)
 - Formative/Implementation evaluations allow you to investigate programs in EARLY stages of the program; Outcome evaluations examine LATER stages
 - Either type of evaluation can include costing methodology
 - Both need multiple stakeholders in planning
- 



Trends & Issues in PE

Internal versus External Evaluator Roles

INTERNAL

- ▶ Familiarity with program and setting
- ▶ Involvement with aspects of program
- ▶ Pre-existing relationships
- ▶ Objectivity
- ▶ Implementation

EXTERNAL

- ▶ How external ?
- ▶ Lack of familiarity with context
- ▶ Content expertise
- ▶ Objectivity
- ▶ Dissemination and implementation

Do's for Program Evaluation

As an Evaluator

- Remember the process of facilitating readiness
 - Examine the team characteristics and skills and openness to new perspectives
 - Discuss what it is and is not
 - Discuss the involvement of a range of participants
 - Examine the stakeholders and their interests
- Be utilization focused from the beginning

As the Receiver of PE work

- Be clear on the intentions and purview of the evaluation
- Check the methodology and the evaluation questions used
- Be clear on how and where results can and cannot be used
 - Issues of generalizability

Don'ts for Program Evaluation

As an Evaluator

- Under or over sell the results or their potential uses or limitations
- Keep results – process or content to yourself
- Surprise people
- Make interpretations alone
- Forget the ending
- Assume everyone understands their role in recommendations

As the Receiver of PE work

- Assume that you have heard every interpretation of the data
- Assume the recommendations can be implemented without more support
- Check the fit of recommendations to the environment
- Keep it to yourself- how does it support advocacy?

Checklist for good processes in PE & QI

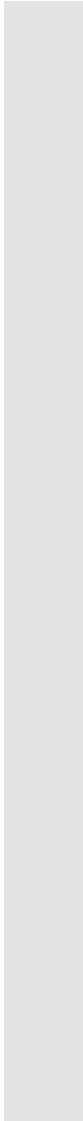

From an accreditor's perspective

- Outline processes
- Define players/stakeholders
- Outline potential sources of change
- Define potential impact on players/stakeholders
- Identify steps for change
- Implement changes
- Measure/Review

Checklist for good processes in PE & QI

From a programme's perspective

Goal: (i.e., broader desired outcome)	
Objective(s): (i.e., more specific associated targets)	
Competencies Expected: (i.e., skills, attitudes, knowledge)	
Relevant Training Activities:	
Means Used to Assess Outcomes & Minimum Achievements Expected:	
Page #/Appendix # within SS where Relevant Evaluation Items are found:	
Actual Outcomes Since Last SS:	
Comments on this Goal & Objectives:	



Stretch Break (and
Coffee!)

Outline processes – what processes are common in your work?

- Document exchanges
- Document reviews
- Site visits
- **Standards revisions**
- Decision-making meetings

Professional Competencies (defined by provincial/territorial regulators; ACPRO/ASPPB; informed by science and research)

MRA/AIT Competencies (defined by CPA *Mutual Recognition Agreement* and Agreements on Internal Trade)

Accreditation Standards (defined by CPA *Accreditation Standards and Procedures for Doctoral Programmes and Internships in Professional Psychology*)

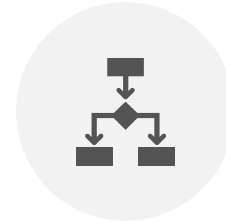
Define players/ stakeholders



ACCREDITATION
OFFICE



BOARD OF
DIRECTORS



ACCREDITATION
DECISION-MAKING
BODY



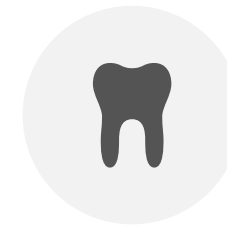
REGULATORS



STUDENTS



MEMBERS OF THE
PUBLIC



PRACTITIONERS

Outline potential sources of change to accreditation criteria



New legislation



Changes in standards of practice



Changes in practice regulation



Changes in training models



Changes in licensure/registration requirements



Others?

Define potential impact on players/stakeholders

How will an update to your standards impact each of the bodies?

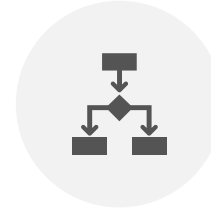
How can you react to that impact if needed?



ACCREDITATION OFFICE



BOARD OF DIRECTORS



ACCREDITATION DECISION-MAKING BODY



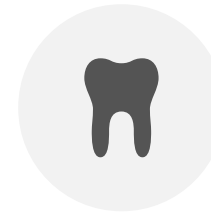
REGULATORS



STUDENTS



MEMBERS OF THE PUBLIC



PRACTITIONERS

Identify Steps
for Change –

Change
Management
vs. Change
Leadership



Identify Steps for Change

- Data Collection
 - Surveys
 - Consultation
 - Programme data
- Data analysis
- Establish review committee
- Draft change plan/documents
- Further consultation
- Education/Buy-in

Implement changes

- Roll-out plan
- Staggered implementation?
- Timelines?

Measure/ Review

- How was the change received?
- Surveys/feedback?
- Were your goals accomplished?
- Proximal vs. Distal data

PE & QI in a nutshell



Knowledge
Translation

How to share your results

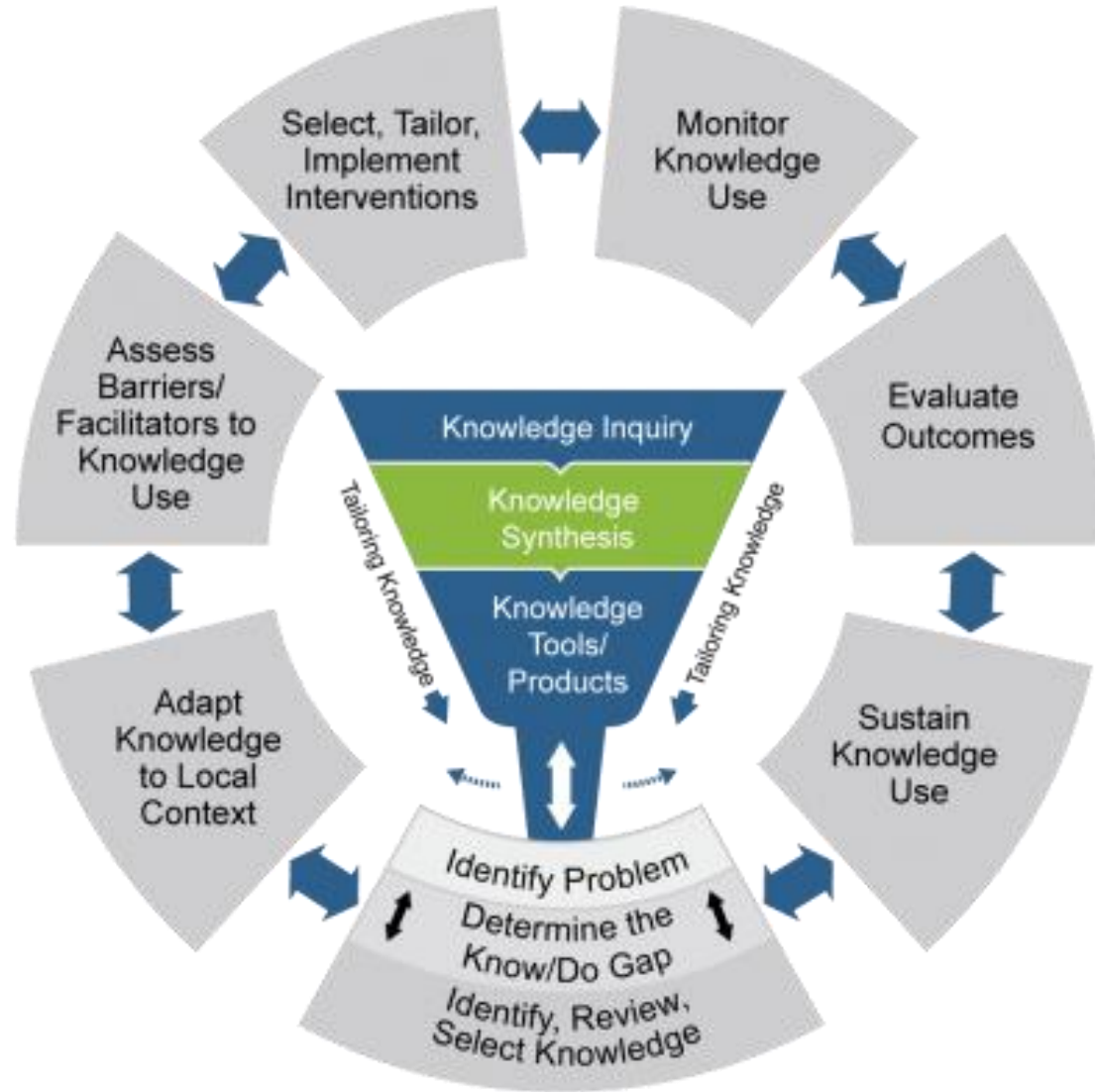
and

Who to share your results with

Knowledge to Action Cycle

From:

Graham et al. (2006). Lost in knowledge translation: time for a map? *Journal of Continuing Education in the Health Professions*. 26(1), 13–24. DOI: 10.1002/chp.47



Advocacy

- Using the elevator to your advantage

Closing Remarks

Our roles demand that we ensure that the training offered to future members of our professions:

- Meets their needs

- Meets the needs of society/the job market

- Protects the public

Robust PE/QA/QI at the accreditation level is one way in which we can facilitate this, and also ensure that our accreditation processes and standards remain viable in the long-term

Advocacy



Thank you
involvement!

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