

Developmental Evaluation: A Tool for Supporting System Transformation

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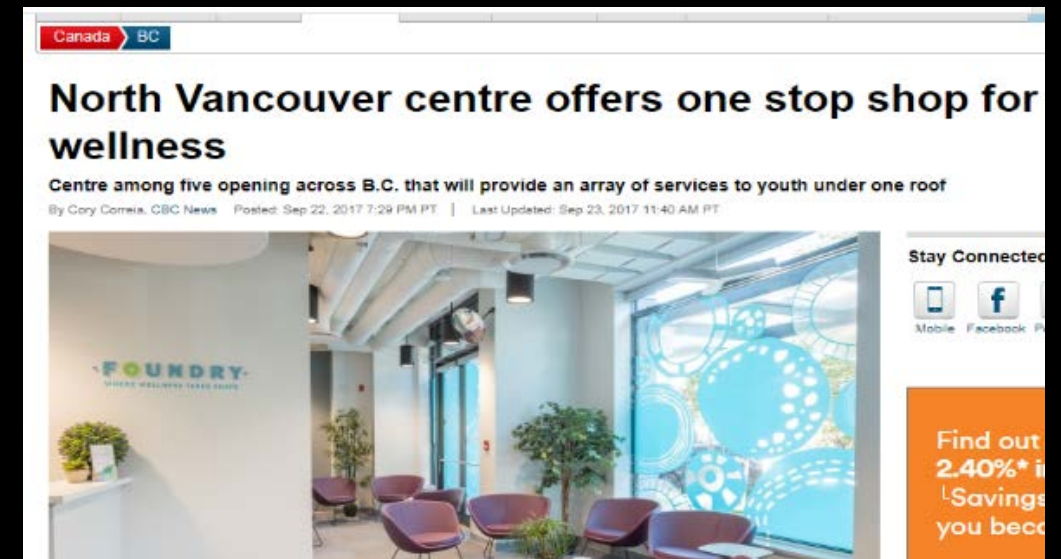
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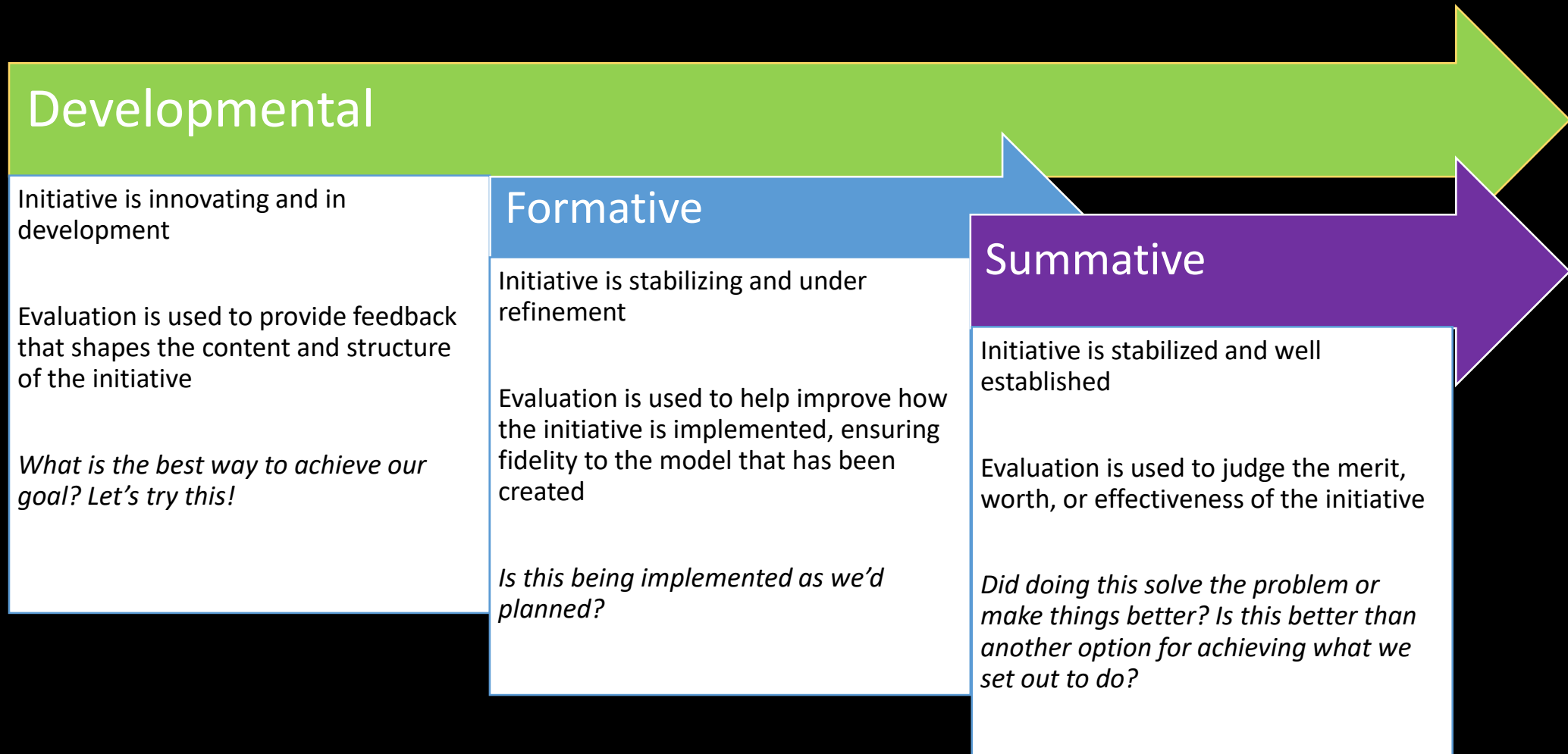
Workshop Overview

- Why did we choose principles-focussed, developmental evaluation for Foundry?
- What do these approaches offer for system transformation?
- How can you work with effectiveness principles in a developmental evaluation context?
- What have we learned about implementing PF-DE in our contexts?

At Foundry, the goal is to transform systems, not simply improve them. Our evaluation approaches need to generate evidence in ways that foster transformation.



Evaluation at Foundry



So, what is Principles-Focussed
Developmental Evaluation?

Developmental evaluation:

- Supports **evidence-informed decision making** on the **adaptive development** of an innovation or model
 - Assessing how the innovation/ model should function, helping it take shape, and preparing it for formative and summative evaluation
- Identifies what the **essential ingredients** of a model/ innovation are, and how it can be **adapted to new contexts**
 - Does a change in context mean the model performs differently?
- **Tests and track hypotheses** and developments over time
 - To analyse the impact of and learn from a “natural experiment”
 - To inform future iterations of the model

Goals of Principles-Focused Evaluation

- Identify **core effectiveness principles** that are clear, meaningful, and actionable in guiding work;
- **Ensure effectiveness principles are being followed** in the development and implementation of new or ongoing initiatives; and
- Assess whether **maintaining fidelity to these principles is leading to desired results.**

What are effectiveness principles?

Adapted from Patton, MQ (2018) Principles Focused Evaluation: The GUIDE.

- Effectiveness principles **provide direction, but not prescription**, so they can be adapted to different contexts, changing understandings, and varied challenges.
- Effectiveness principles point to **consequences, outcomes, and impacts**.
- They **informing choices at forks in the road**, grounded in values about what matters to those who develop, adopt, and attempt to follow them.

Most importantly (for evaluations)...

An effectiveness principle **becomes the hypothesis to be evaluated**, to determine its relative meaningfulness, truth, feasibility, and utility for those attempting to follow it.

Recipes/ Rules vs Effectiveness Principles

Recipe/ Rule

- Add $\frac{1}{4}$ tsp of salt
- 30 min of aerobic exercise each day
- School age children should read at least 15 minutes per day

Principle

- Season to taste and situation
- Exercise regularly at a level that supports health and is sustainable given your lifestyle and capacity
- Children should read regularly and consistently based on their interest and ability

GUIDE Criteria for Effectiveness Principles

- ✓ **G**uiding- provide meaningful, prescriptive guidance on what to do and not do
- ✓ **U**seful – for informing decision-making at “forks in the road”
- ✓ **I**nspiring- they motivate people to “walk the talk” and “stay the course”
- ✓ **D**evelopmental- are contextually adaptable, situationally relevant, and helpful for navigating complex dynamic systems
- ✓ **E**valuable- effectiveness is evidence-based; they work in attaining desired results and avoiding undesirable outcomes

Core effectiveness principles to be evaluated

- Provide information to young people and families about what services are available and effective in different situations
- Offer young people and families services matched to their readiness and level of need. If indicated, choose lower intensity and less resource intensive interventions first.
- Identify a youth's circle of care, and offer to include this circle when providing services. Support young people's autonomy about if, how, and when their circle of care (including parent(s)/ caregiver(s)) are involved.

- Offer families services in their own right. Do not require that services for families be tied to the services accessed by their young person.
- Respect/Honour a young person's and family's perspectives about life, their strengths, and their preferences for support. Use this knowledge to guide or inform decisions about what services are offered to them.
- Conduct brief, systematic reassessments at regular intervals with clients, including the client's perspective. Inform clients about the purpose of assessments and reassessments. Use the results of the reassessments to inform future treatment directions (i.e. step up or down).
- When possible, facilitate effective connections when introducing clients to other service providers. Personal introductions and direct assistance to make first connections facilitates transitions into new services, and helps develop new relationships.

Your turn!

Crafting an effectiveness principle

What are learning from PF-DE
about system transformation?

Methodology for Foundry's Proof of Concept Developmental Evaluation

- Data collected in accordance with Providence Health Care Research Ethics Office policies for quality improvement/ quality assurance studies

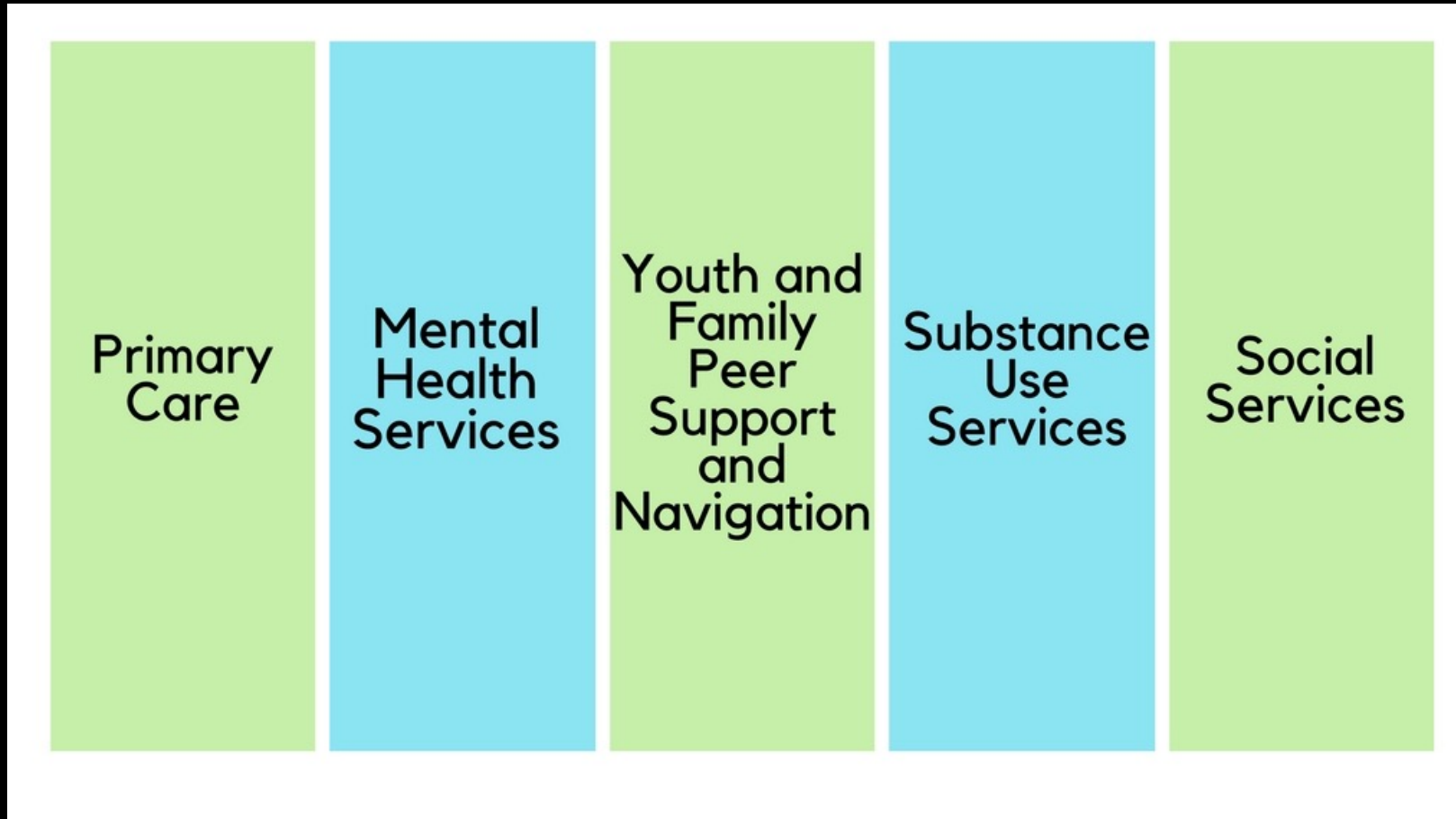
Data sources include: 150+ **ethnographic participant and nonparticipant observations** at FCO and at 6 Foundry sites, document analysis, semi-structured individual and focus group interviews

- **Semi-structured individual and focus group interviews** conducted with approx. 115 individuals including: Foundry Central staff, Governing Council, lead agency personnel, partner agencies, leadership table partners, youth and family advisors

Transforming Access by Creating a “System of Services”

“The most significant barriers have to do with - not with the lack of service, but a lack of the system of the services... For a variety of reasons, we don't work well as a system. What is lost, or who gets lost in there, is kids and families. This is an opportunity to work smarter, think differently, and work together.”

Core components of a Foundry Centre (Cycle 1)



Core components of a Foundry Centre (Cycle 2-3)

- No wrong door
- No wrong time
- No wait list (or offer some services now if needing to wait for others)
- Integration process underway
- Look for reasons to offer service; screen in not out

**Drop In,
Single Point
Access**

**Relationship
Building**

- To build connections and establish continuity of connections
- Helps create a safe space
- Lets you tell your story
- Protects your privacy
- Supports to be yourself and not to be judged
- Promotes continuity of care



- Youth take the lead in deciding what they want, what they need and when
- Help youth develop skills and access resources to become informed and empowered care seekers
- Youth involved in Foundry decision-making
- Staff can be flexible and be responsive to youths' immediate concerns and preferences

**Empowering
youth as care
seekers**

**Referrals
are tailored,
minimized,
and “invisible”**

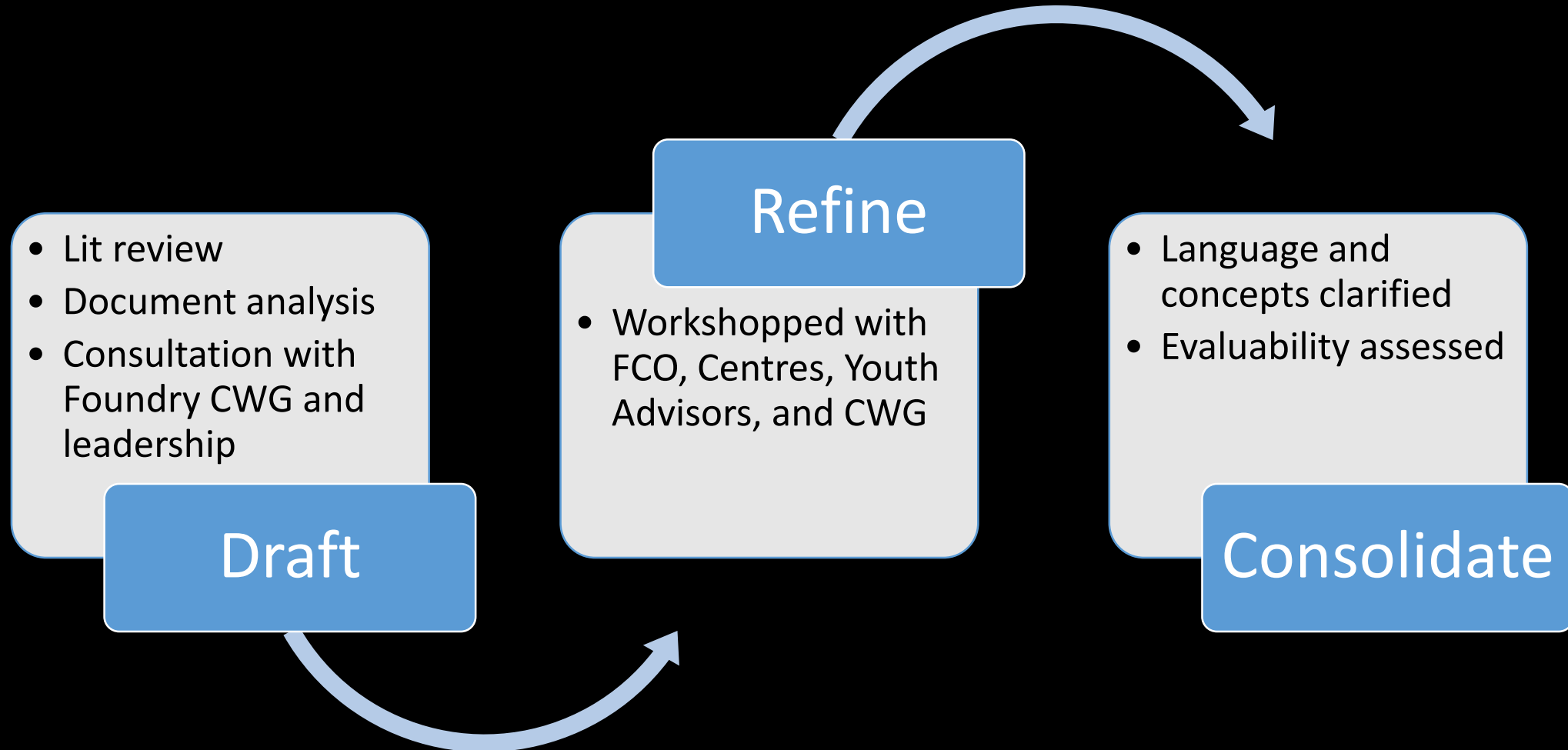
- Professionals see who comes in the door, offers something for everyone
- Requires practice change for mental health clinicians, more so than others
- Streamlining care for youth

Guiding Questions for PF-DE of Foundry's Integrated Stepped Care ISCM PF-DE

What are the effectiveness principles that enable Foundry's Integrated Stepped Care Model to:

- a) increase access to services,
- b) optimize allocation of healthcare resources,
- c) empower youth and families in health care decision-making, and
- d) improve client's mental health (and related health) outcomes?

How did we identify effectiveness principles for ISCM?



Identifying whether (and how) effectiveness principles are being followed

These data are currently being collected through the following means:

- Foundry **Youth Experience Survey and Family Experience Survey** contain questions specific to the effectiveness principles. These are collected regularly and responses analysed in Toolbox.
- Documentation in **Toolbox End of Visit forms** (serving as indicators of some effectiveness principles) are being analyzed
- **Key informant interviews** structured around effectiveness principles conducted with front line staff, centre leaders, clients, and caregivers.
- **Ethnographic observations** at team meetings/ care conferences allow for evidence of effectiveness principles “in action”/ everyday practice.

Assessing relationship between effectiveness principle fidelity and client/centre outcomes

- Iterative cycles of data collection and analysis occurring over a 12 month period.
- Client service utilization and selected clinical outcomes tracked and analysed via Toolbox
- Each data collection and analysis cycle concludes with reflective session with stakeholders to discuss findings, identify potential mechanisms for achieving fidelity to principles, and needs for refinement of principles

Other ways we have used PF-DE findings to inform Foundry's formative and summative evaluation

- Creation of clinical and administrative data collection processes and protocols, including adaptations for mobile service delivery contexts
- Adaptations of Youth Health Survey
- Adaptations of the Youth Experience Survey and Family Experience Survey
- Selection of tools for clinical evaluation in Foundry's MHSU Service Pathways
- Selection of validated tools for assessing partnerships
- Review of validated tools for measuring integration in health service delivery

How is learning from PF-DE at Foundry being applied to other system transformation initiatives?

Megamorphosis and A Home for Us

- PHC initiative to transform the culture of care practices across its long term care homes, impacting 720+ residents and ~800 staff.
- Emphasis on residences for older adults living with dementia
- Built on the guiding principles(i.e.candidate effectiveness principles):
 - Emotional connections matter most
 - Residents direct every moment
 - Home is not a place, it is a feeling

We will use Pf-DE in Megamorphosis to:

- Determine the proof of concept related to the program
- Make confident changes to Home For Us: Megamorphosis initiative that will have over-arching effects on the residents, family members and staff at PHC's long-term care homes
- Generate evidence to develop future work, including creation of curriculum to guide the change and sustainment processes, as well as planned implementation of dementia villages
- **Develop an on-going applied research and knowledge translation agenda to support scale up and spread of effectiveness principles in other elder care contexts**

What have we learned about making best use of PF-DE to transform systems?

- Applying DE to the development of new health and social care innovations **requires flexibility, an ability to “let go”** of expected and existing processes and timelines
- Be strategic about where and how you apply DE: chose those most amenable to **an iterative co-creation process**, with rapid cycles of testing to challenge, reshape, and refine approaches and interventions.
- Doing PF-DE **using ethnographic methods is particularly helpful for supporting emergent phases** of initiative development and early implementation in complexity contexts, when shared measurement platforms haven't been established.
- **Significant resources** are required to respond adaptively based on new learning.
- When identifying core components via DE **focus on effectiveness principles first**, before getting specific about program or related implementation components.

Thank you!

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BC Ministry for Children and Family Development

BC Ministry of Mental Health and Addictions