

STD Management Coaching Evaluation: Evaluation and Program Improvement Capacity (EPIC) Project

NNPHI Evidence to Action Team

Contributors:

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National Network
of Public Health Institutes

STD Management Coaching Experience

- A community of practice approach equipping STD program staff with knowledge and skills in program improvement.
- 24 participating local health departments
- Activities include:
 - Coaching video conference sessions between sites and their assigned coach.
 - Peer video conference calls for all participating coaches.
 - In-person learning exchange for coaches and sites held in Atlanta, GA.
 - Ongoing coaching connections via electronic communications.



Participant Capacity

Pre-Survey Findings



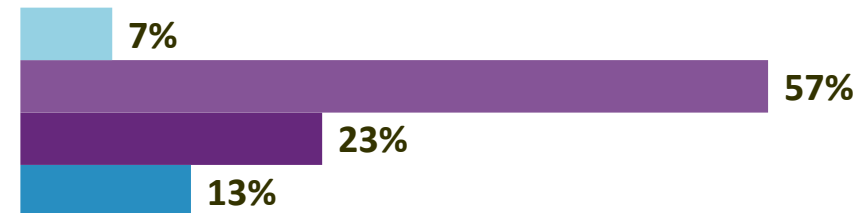
Pre-Survey Findings

Strength and Personal Improvement (n=30)

I clearly understand areas of personal strength that allow me to effectively conduct evaluation and program improvement.



I clearly understand areas of personal improvement needed to more effectively conduct evaluation and program improvement



0% 10% 20% 30% 40% 50% 60% 70% 80%

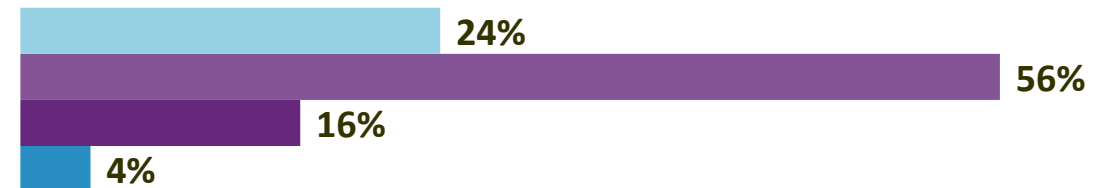
Strongly Agree Agree Neither agree nor disagree Disagree



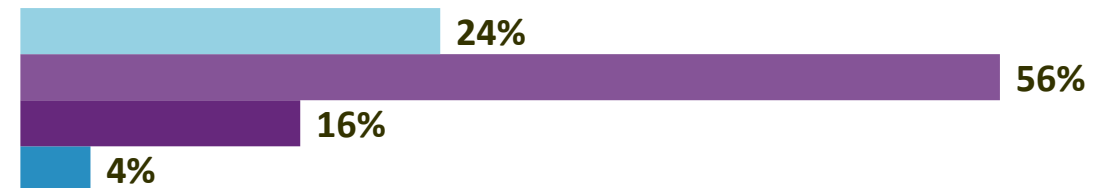
Pre-Survey Findings

Scientific Methods and Strategic Decisions (n=25)

Plan and use scientific methods to inform and assess program improvement efforts, including qualitative methods and quality improvement methods



Make strategic decisions about what to focus on for program improvement, including conducting comprehensive program reviews (i.e. data driven reviews)



0% 10% 20% 30% 40% 50% 60%

- I can be successful now in using what I know.
- I need more experience to be good at using what I know.
- I need more guidance before I know how to use what I know.
- I am still unclear about what to do or why to do it.



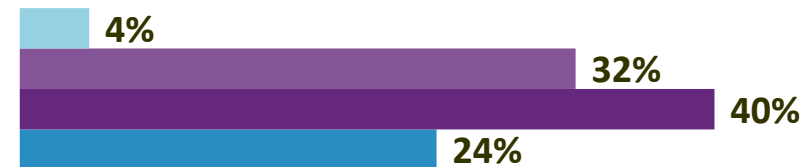
Pre-Survey Findings

Engage Leaders and Use Findings (n=25)

Engage leadership and stakeholders to create and sustain a supportive environment for program inquiry and change, including effective facilitation and project management strategies



Make use of any findings and insights, including the appropriate interpretation of data and the effective communication, discussion, and implementation of results



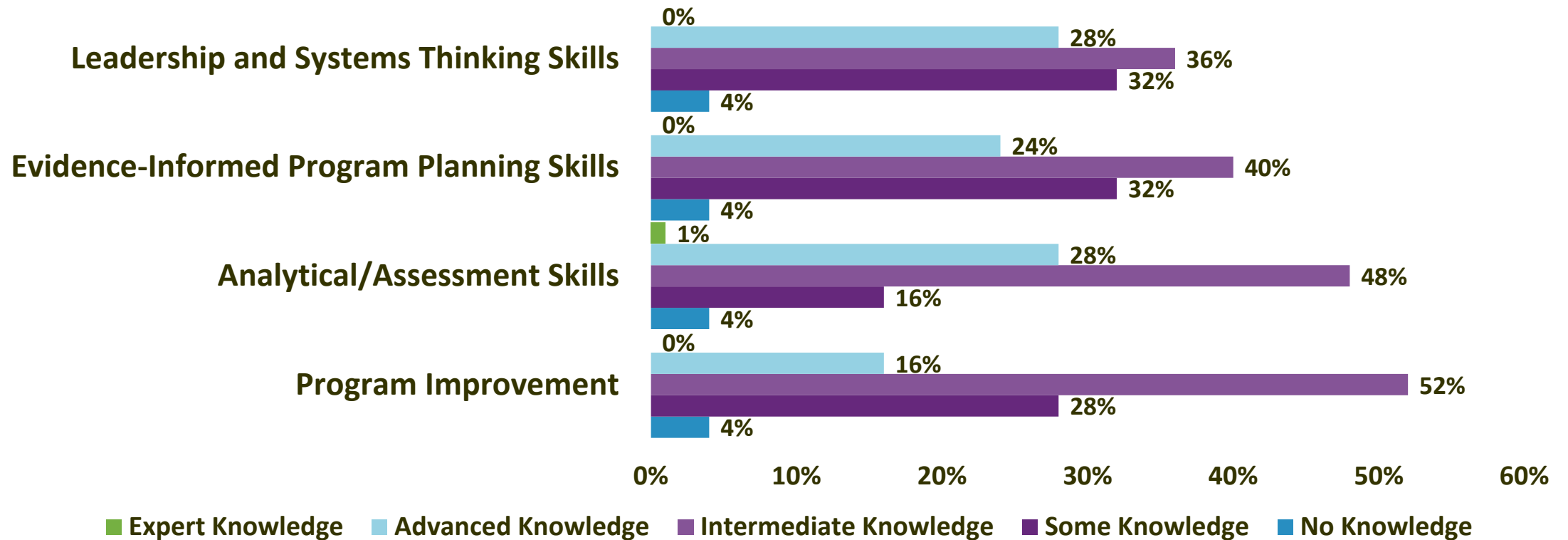
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- I can perform now at an expert level in using what I know.
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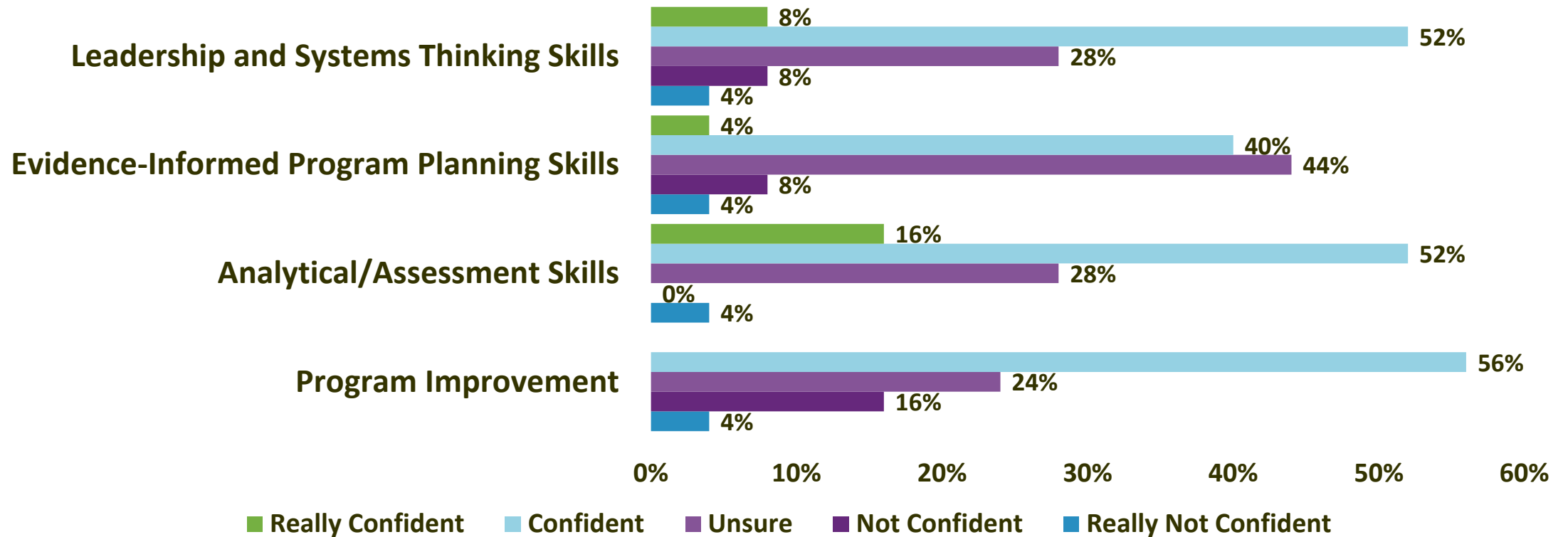
Pre-Survey Findings

Knowledge in Key Areas (n=25)



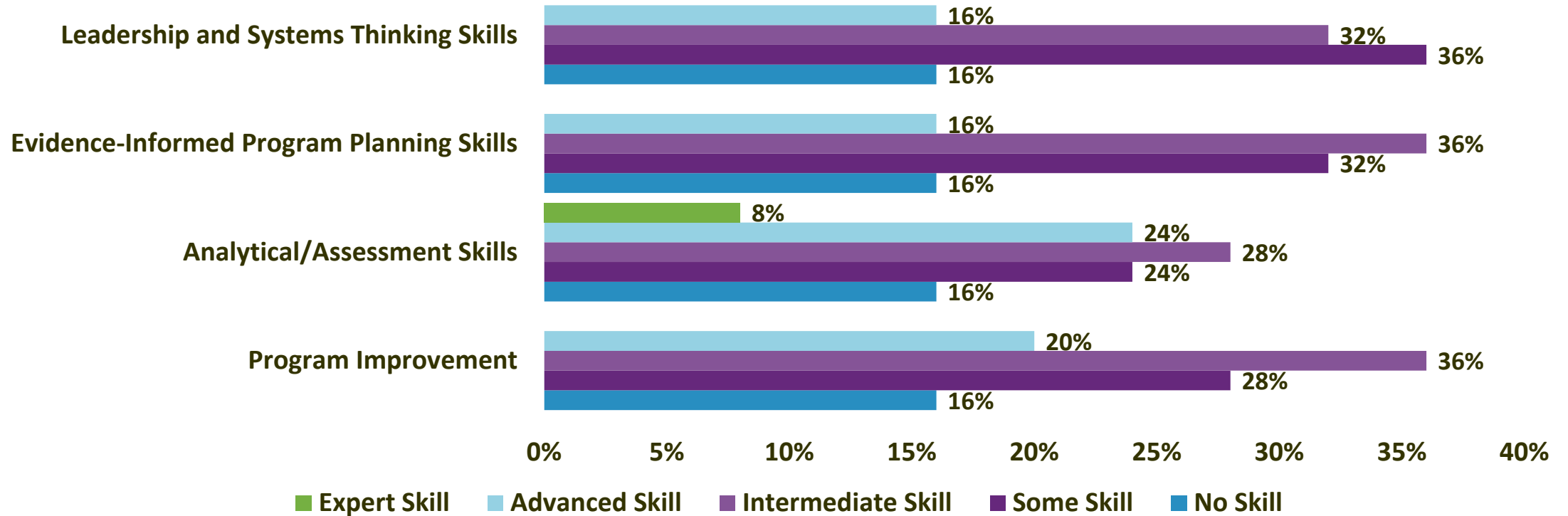
Pre-Survey Findings

Confidence in Key Areas (n=25)



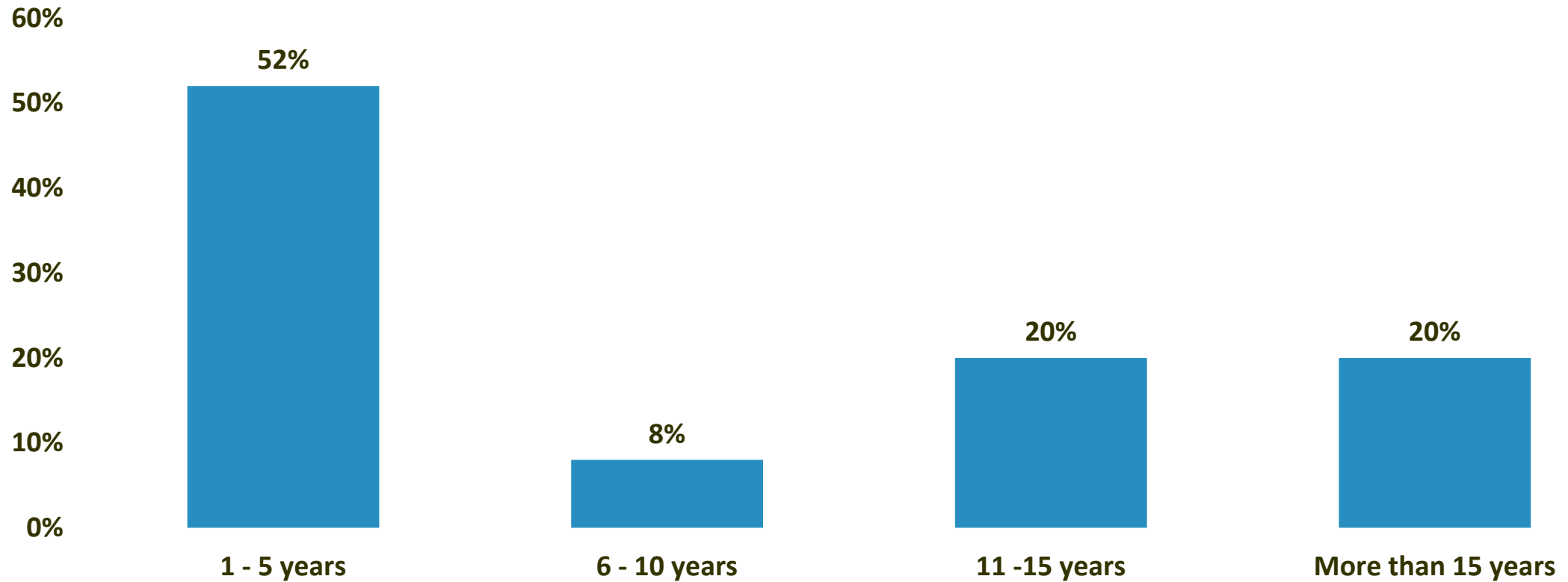
Pre-Survey Findings

Managerial Skill in Key Areas (n=25)



Pre-Survey Findings

Years of Experience in STD Programs or Services (n=25)



Pre-Survey Findings

What Main Benefits Do You Seek to Gain From This Coaching Experience? (n=25)

- Gain/enhance ability to evaluate programs
- Increase knowledge and confidence to implement program improvement and quality improvement
- Refresh previously acquired skills
- Gain skills to bring back to employees/team members
- Build skills as a new member of the public health workforce



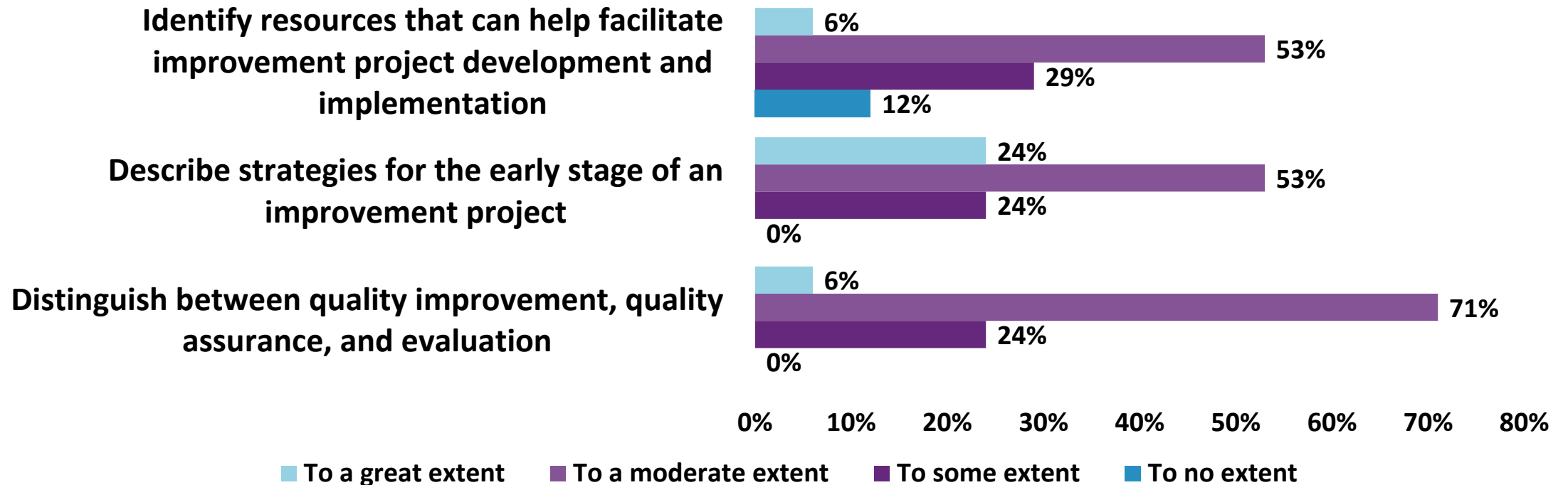
Participant Capacity

Learning Session Findings



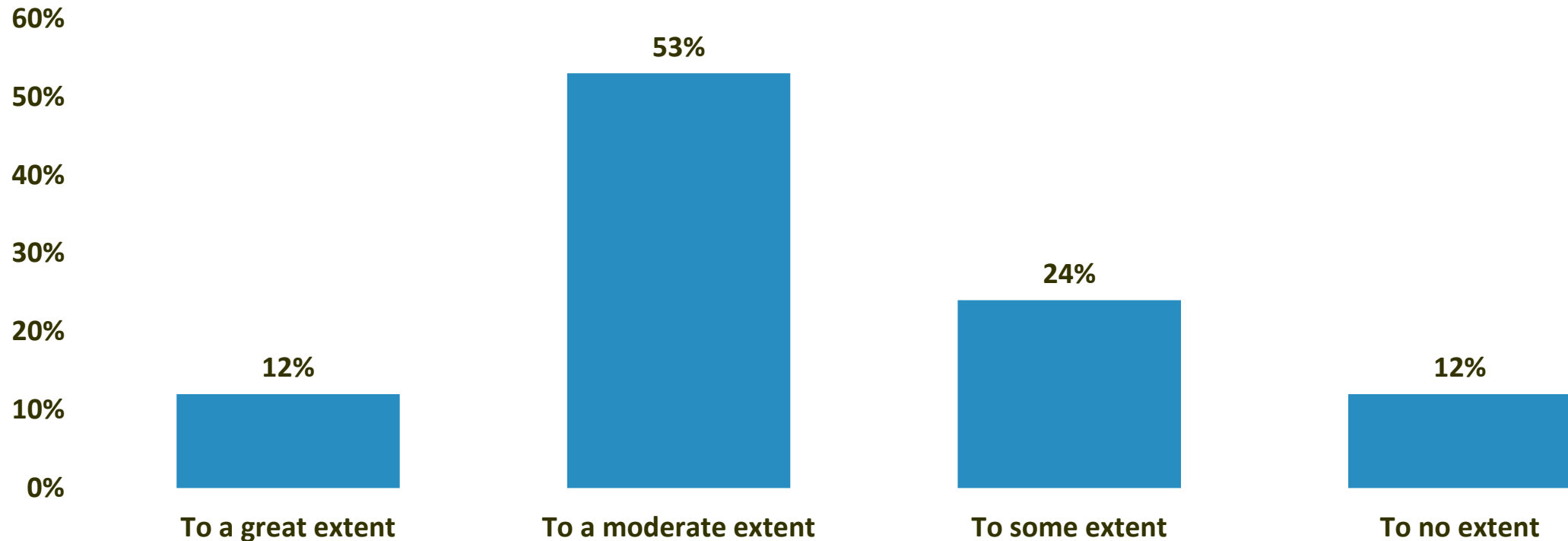
Session 1 – Program Planning

To what extent did this virtual learning session increase your ability to
(n=17):



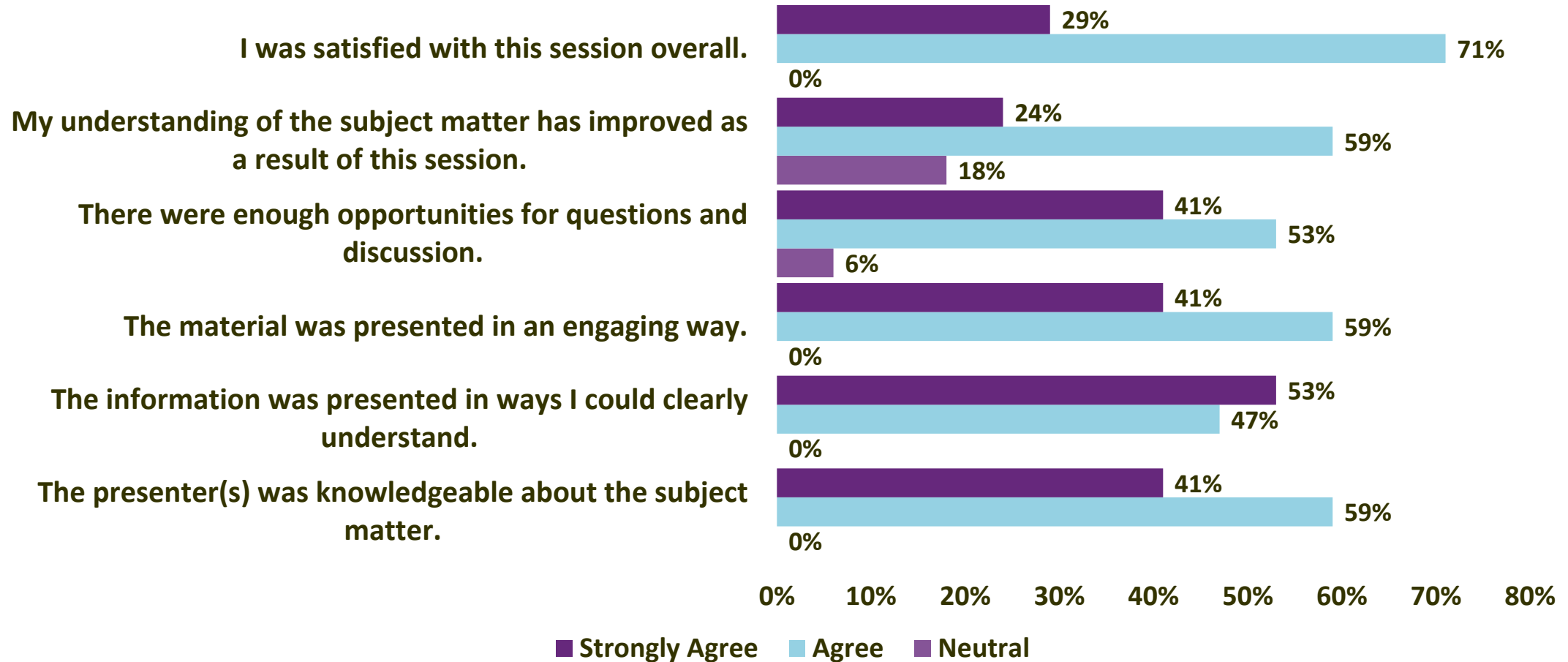
Session 1 – Program Planning

To what extent did this virtual learning session increase your confidence to carry out a function(s) of a program improvement project? (n=17)



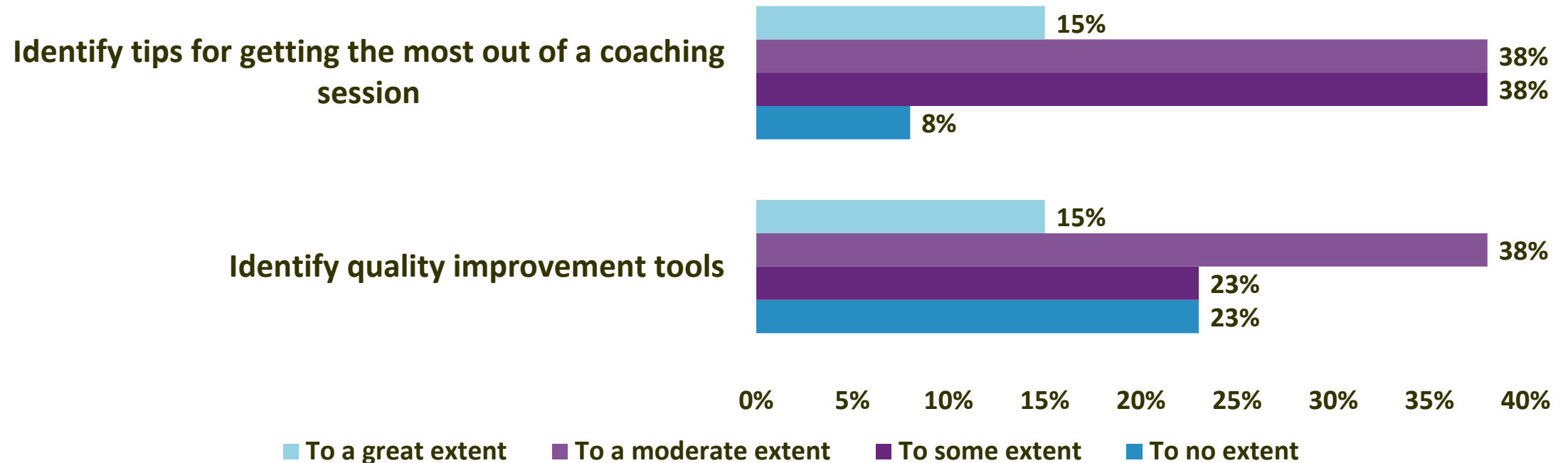
Session 1 – Program Planning

Please rate your level of agreement with the following statements (n=17):



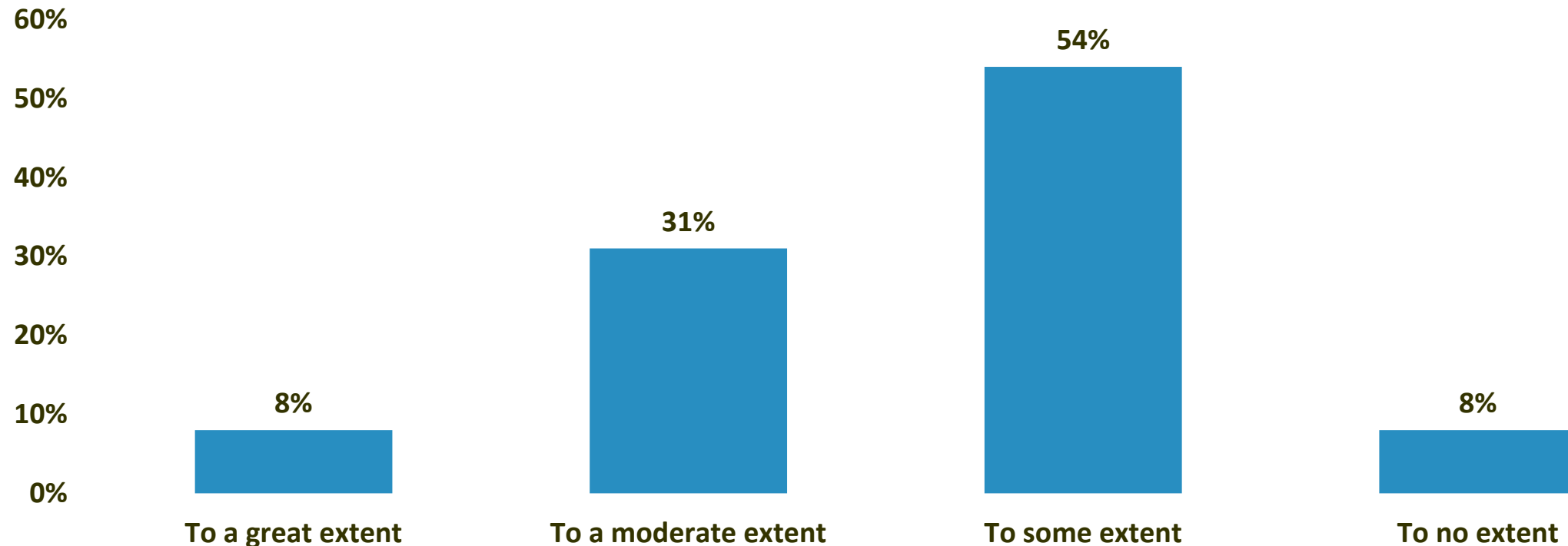
Session 2 – Getting the most out of coaching

To what extent did this virtual learning session increase your ability to
(n=13):



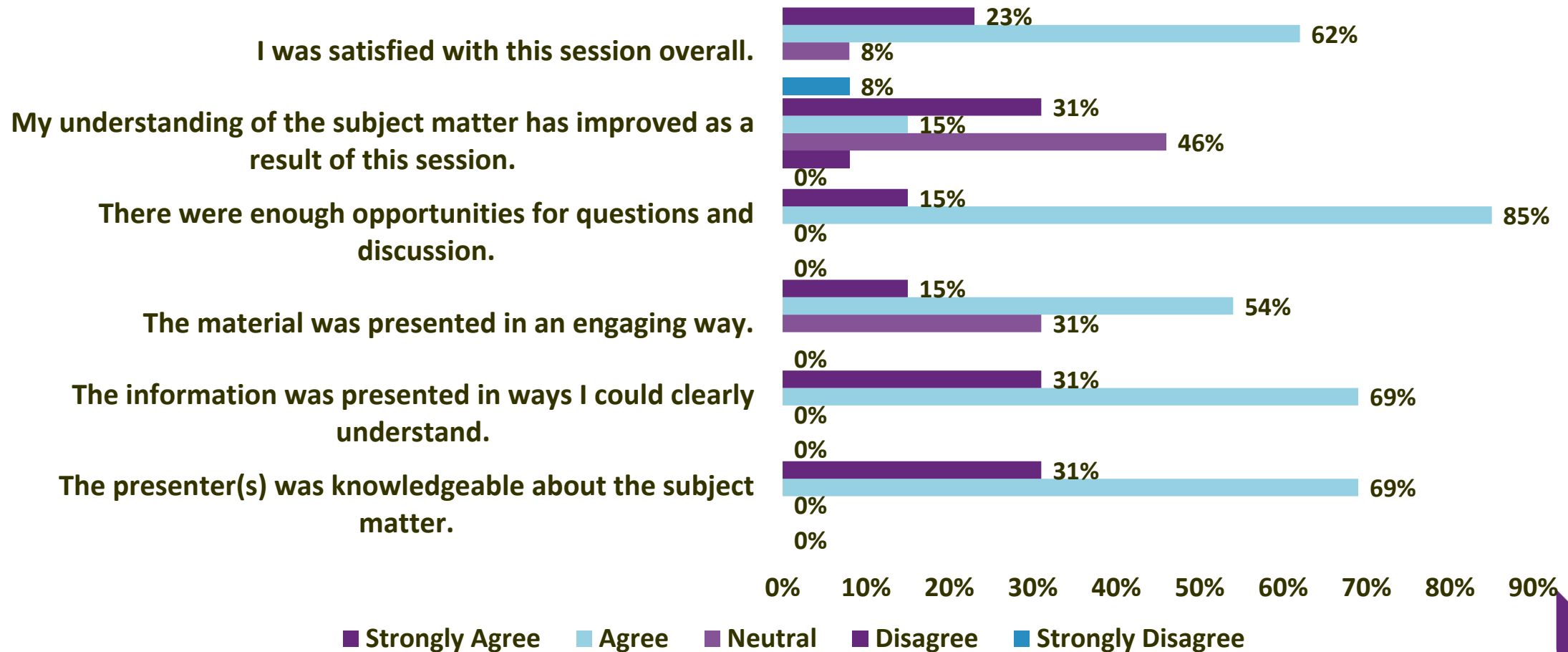
Session 2 – Getting the most out of coaching

To what extent did this virtual learning session increase your confidence to carry out a function(s) of a program improvement project? (n=13)



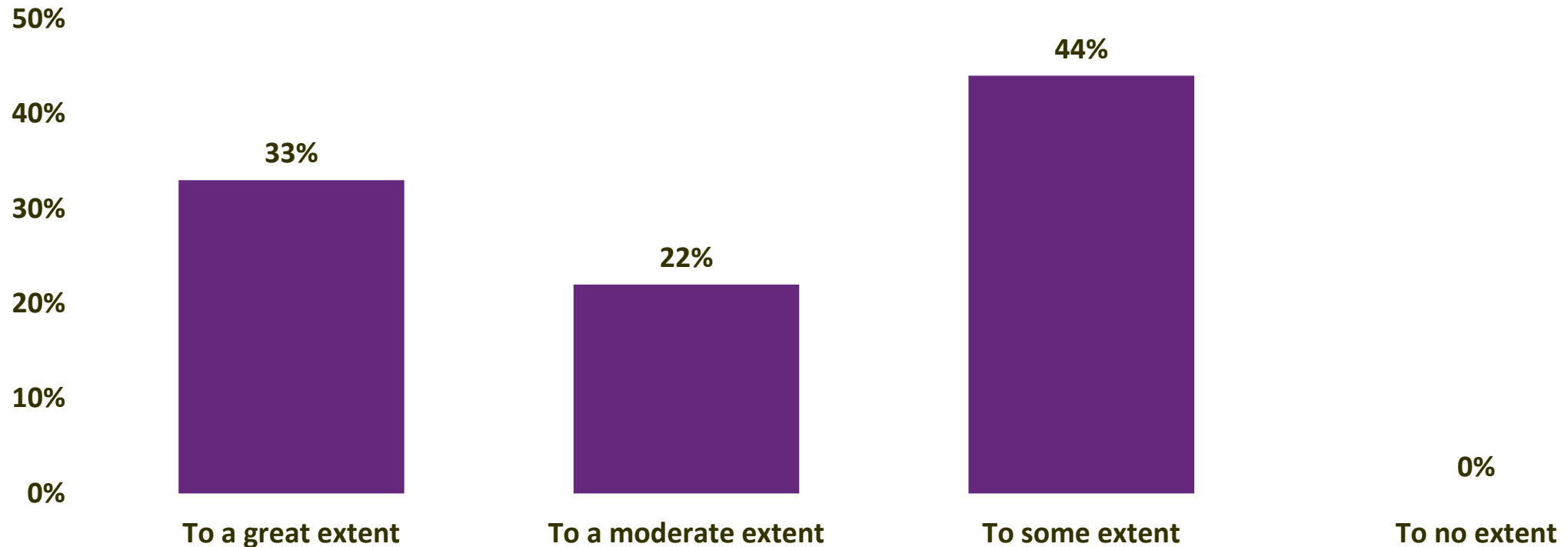
Session 2 – Getting the most out of coaching

Please rate your level of agreement with the following statements (n=13):



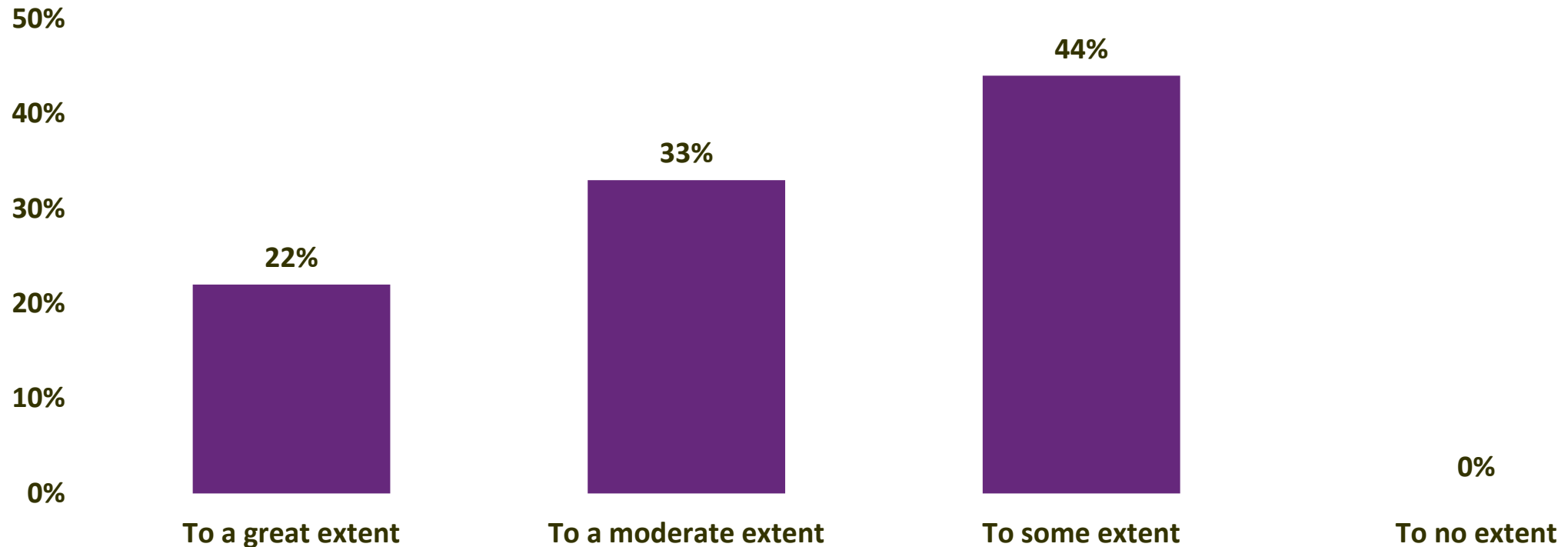
Session 3 – Non-Traditional Evaluation

To what extent did this virtual learning session expose you to new evaluation approaches? (n=9)



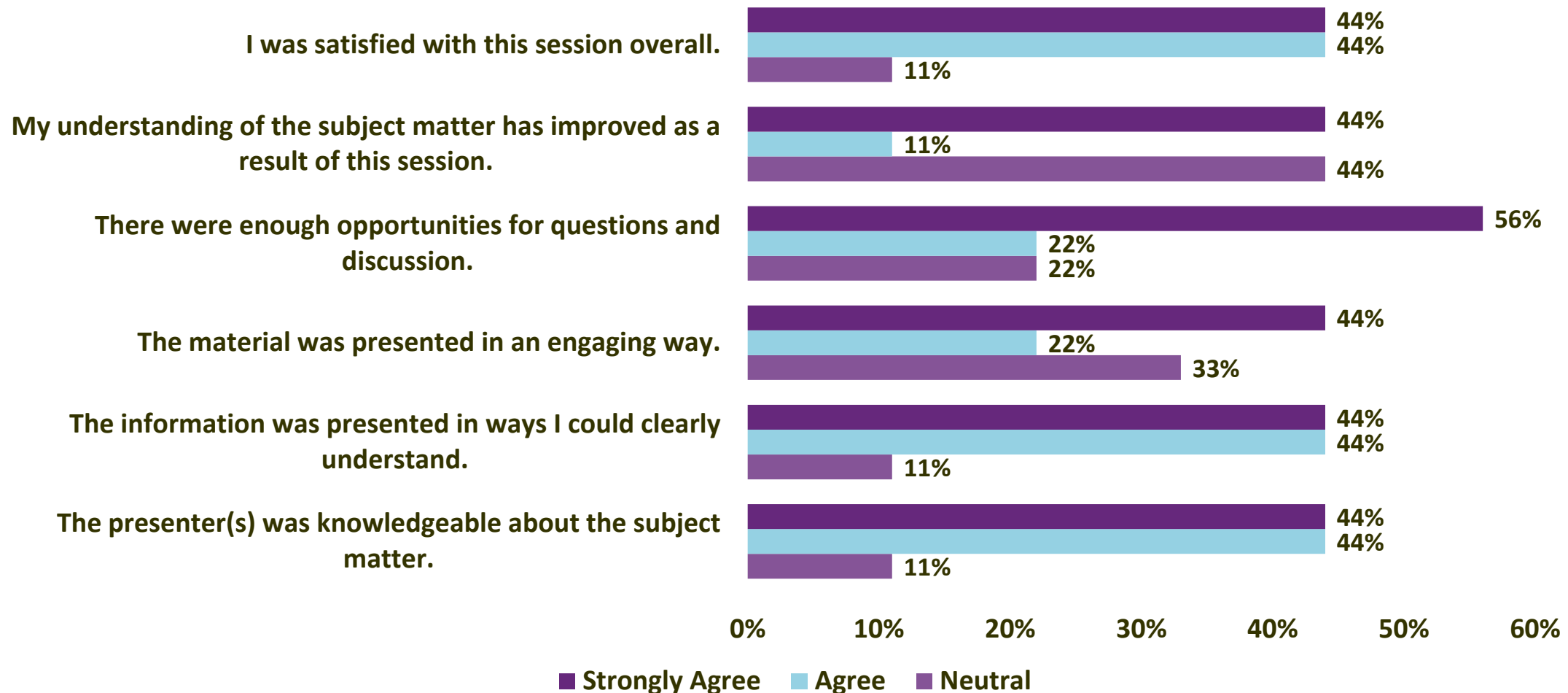
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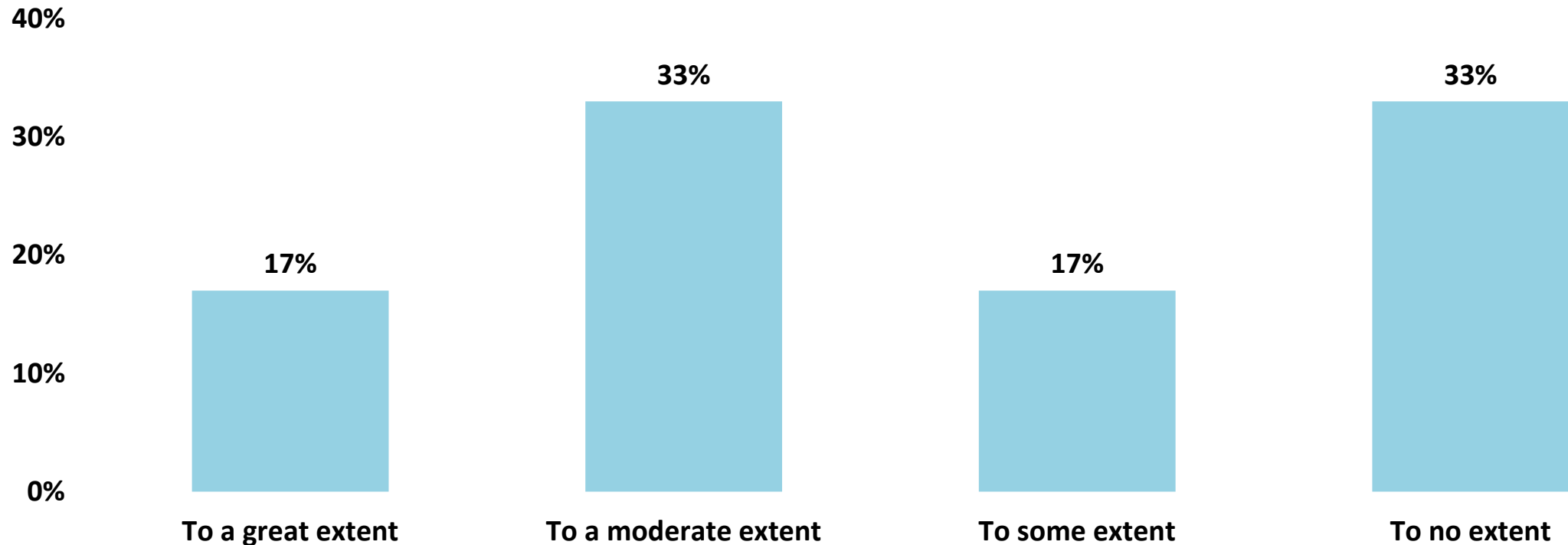
Session 3 – Non-Traditional Evaluation

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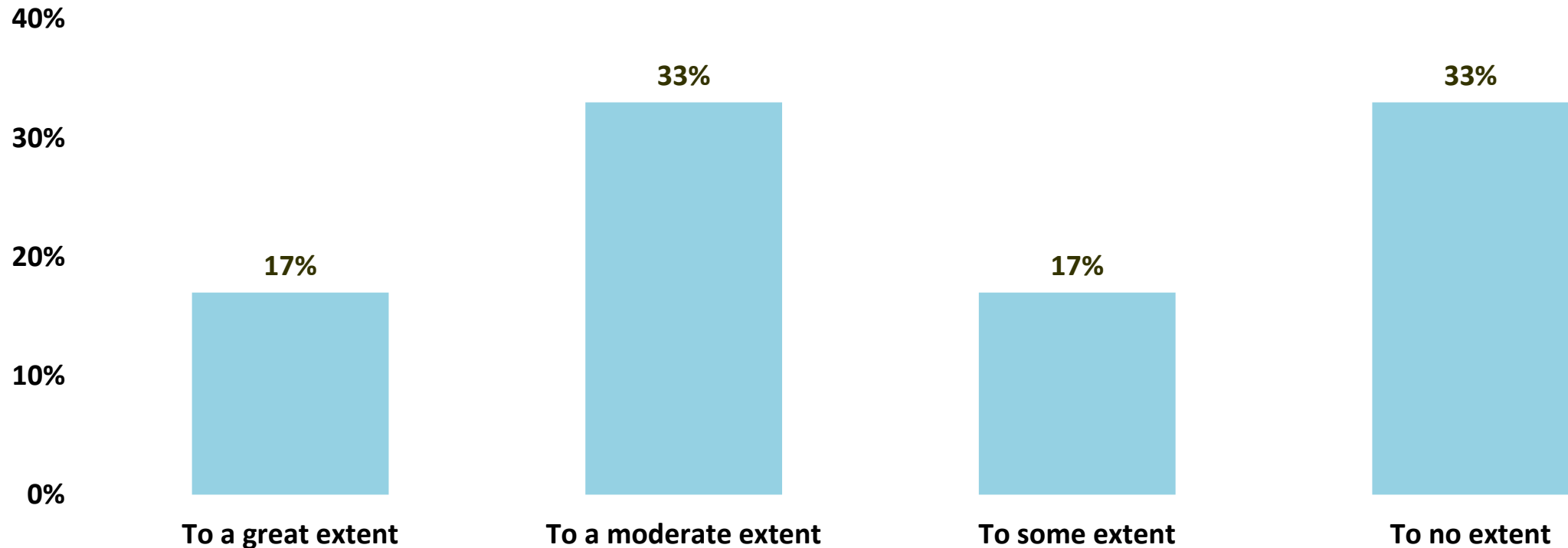
Session 4 – Health Department Panel

To what extent did this virtual learning session expose you to new evaluation approaches? (n=12)



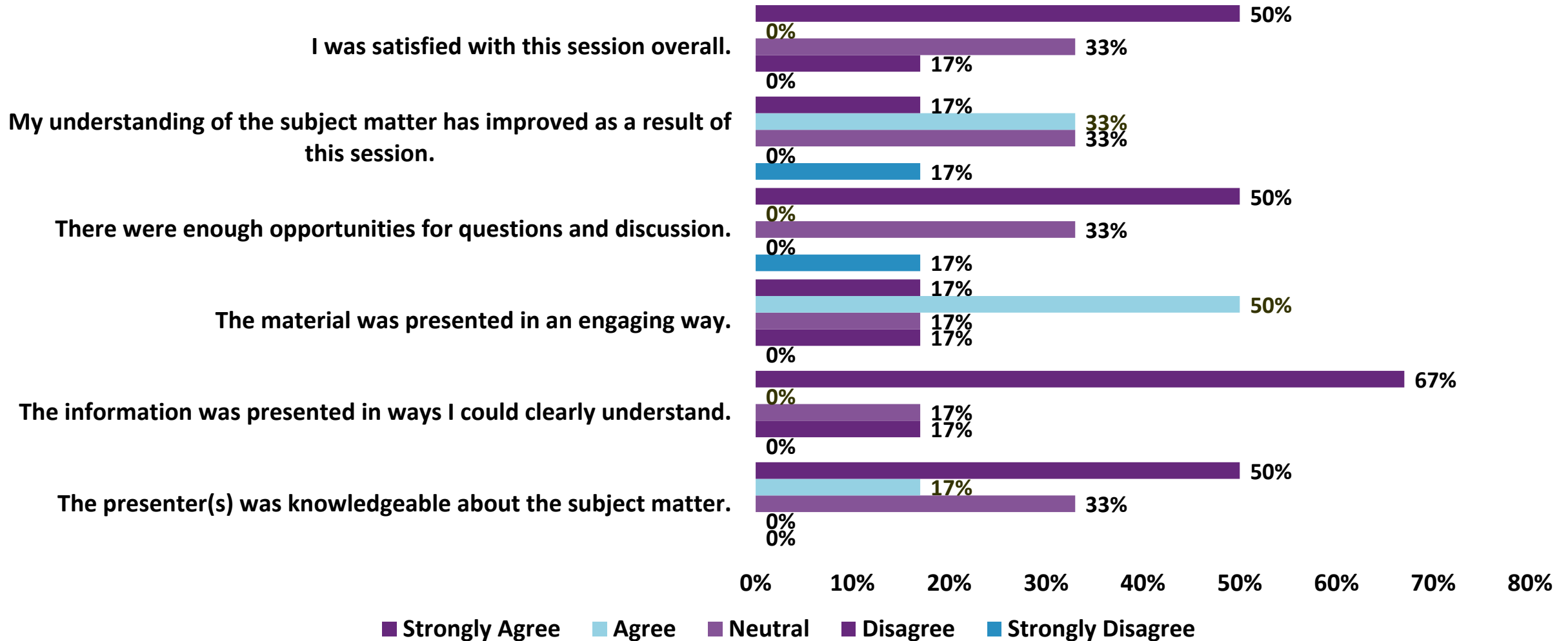
Session 4 – Health Department Panel

To what extent did this virtual learning session increase your confidence to carry out a function(s) of a program improvement project? (n=12)



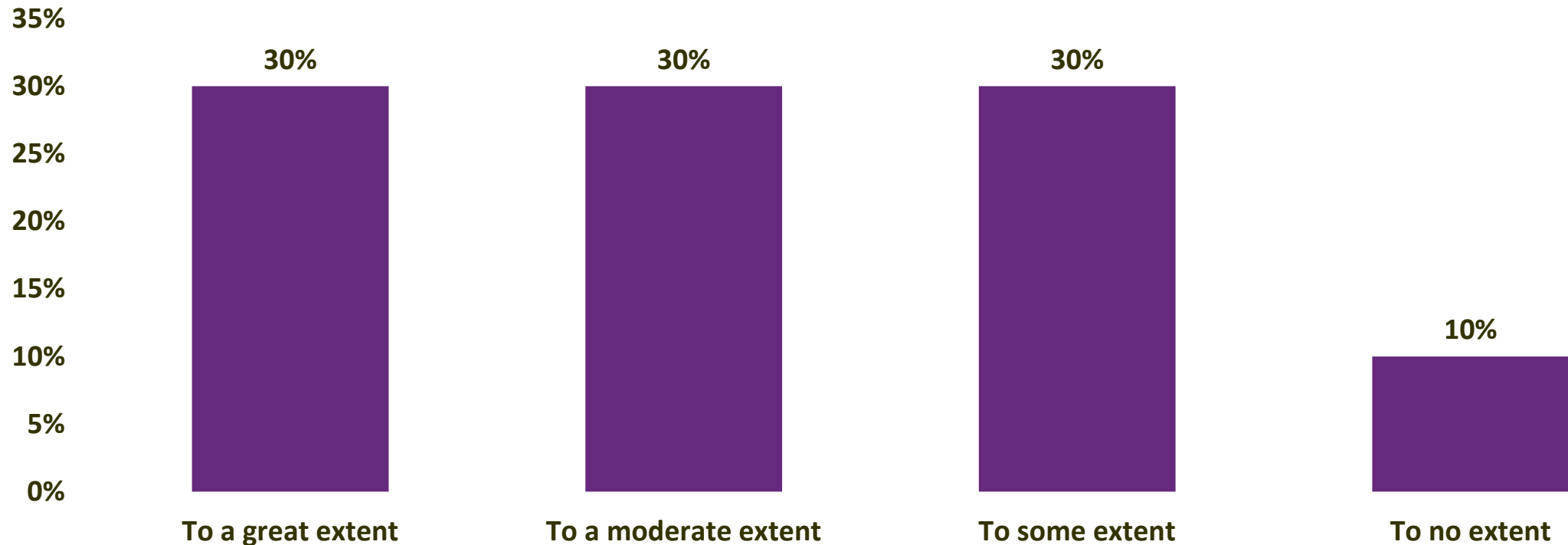
Session 4 – Health Department Panel

Please rate your level of agreement with the following statements (n=6)



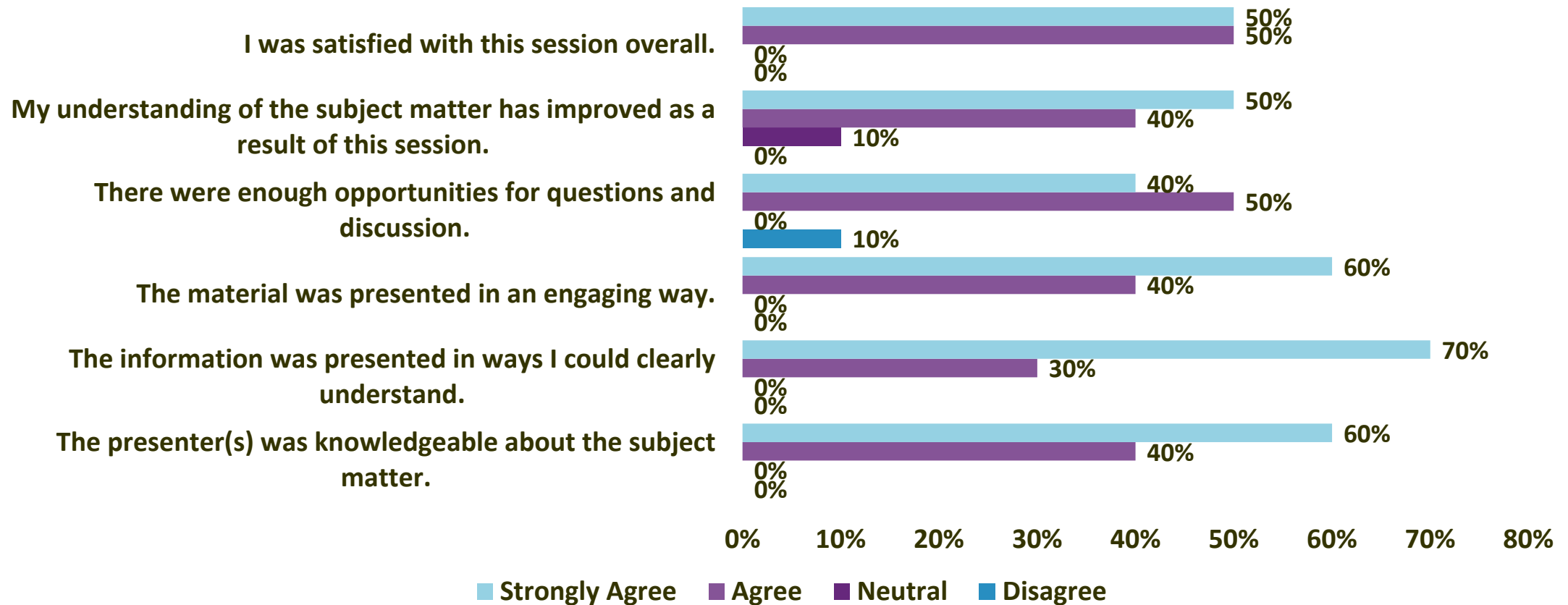
Session 5 - Maintaining QI Momentum

To what extent did this virtual learning session increase your confidence to carry out a function(s) of a program improvement project? (n=10)



Session 5 - Maintaining QI Momentum

Please rate your level of agreement with the following statements
(n=10)



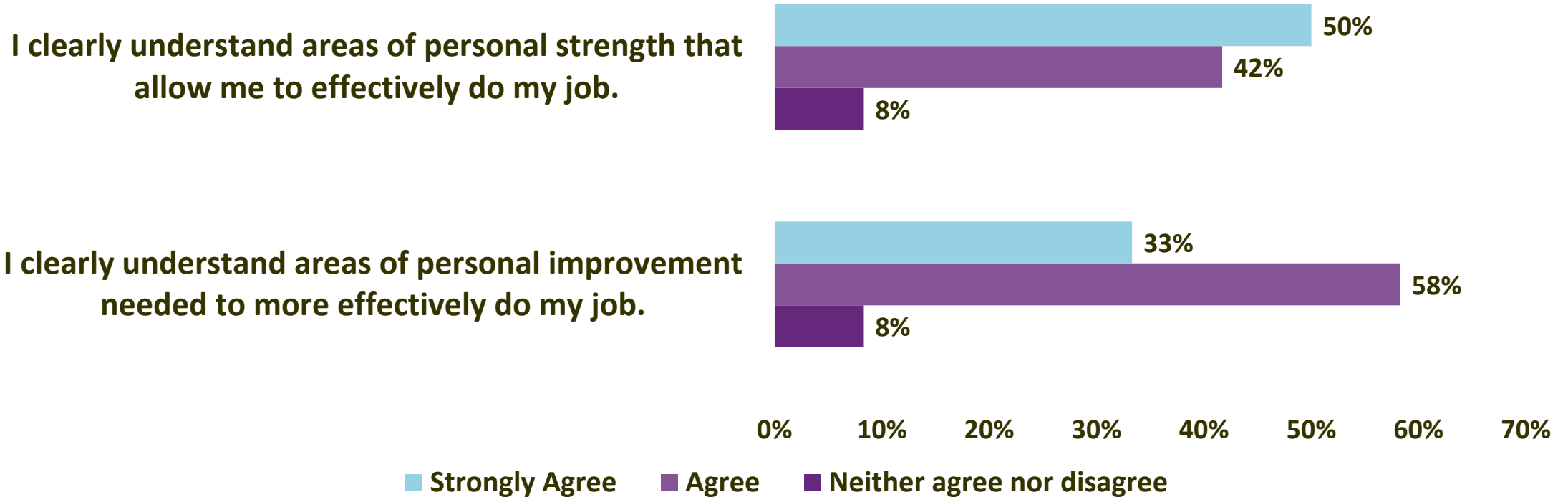
Participant Capacity

Post-Survey Findings



Post-Survey Findings

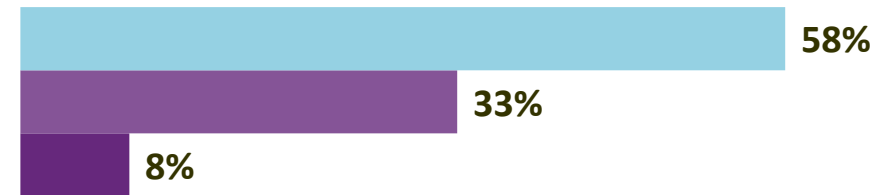
Strength and Personal Improvement (n=12)



Post-Survey Findings

Scientific Method and Strategic Decisions (n=12)

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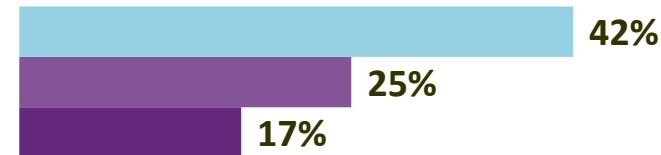
Post-Survey Findings

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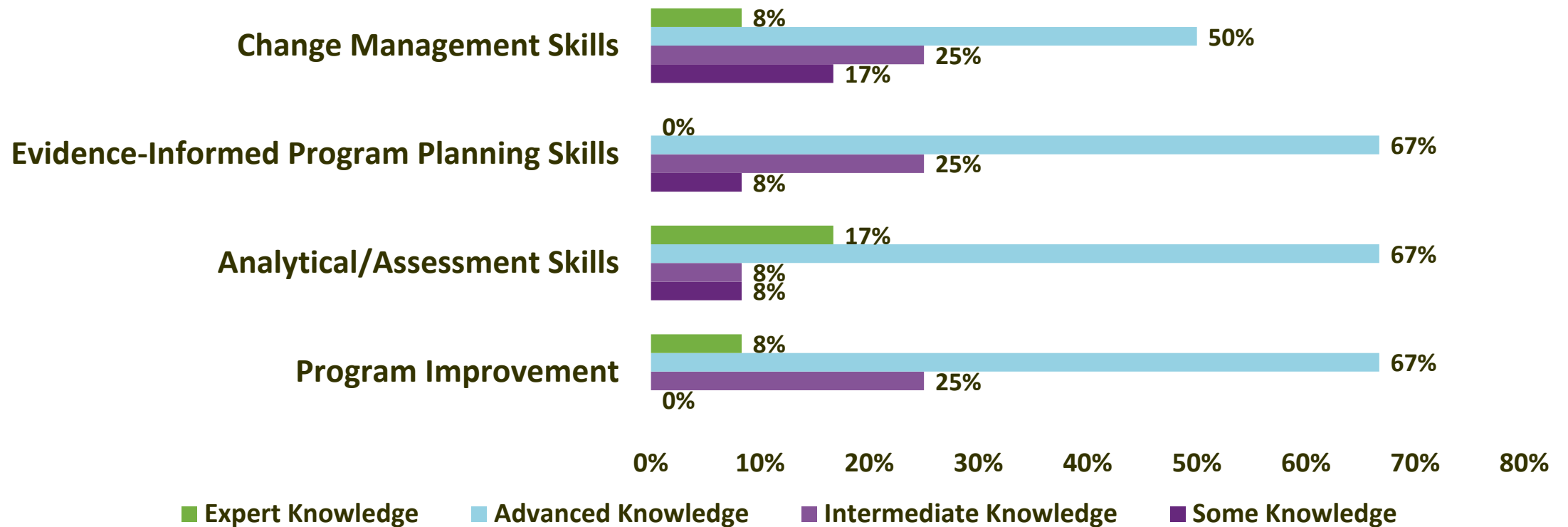
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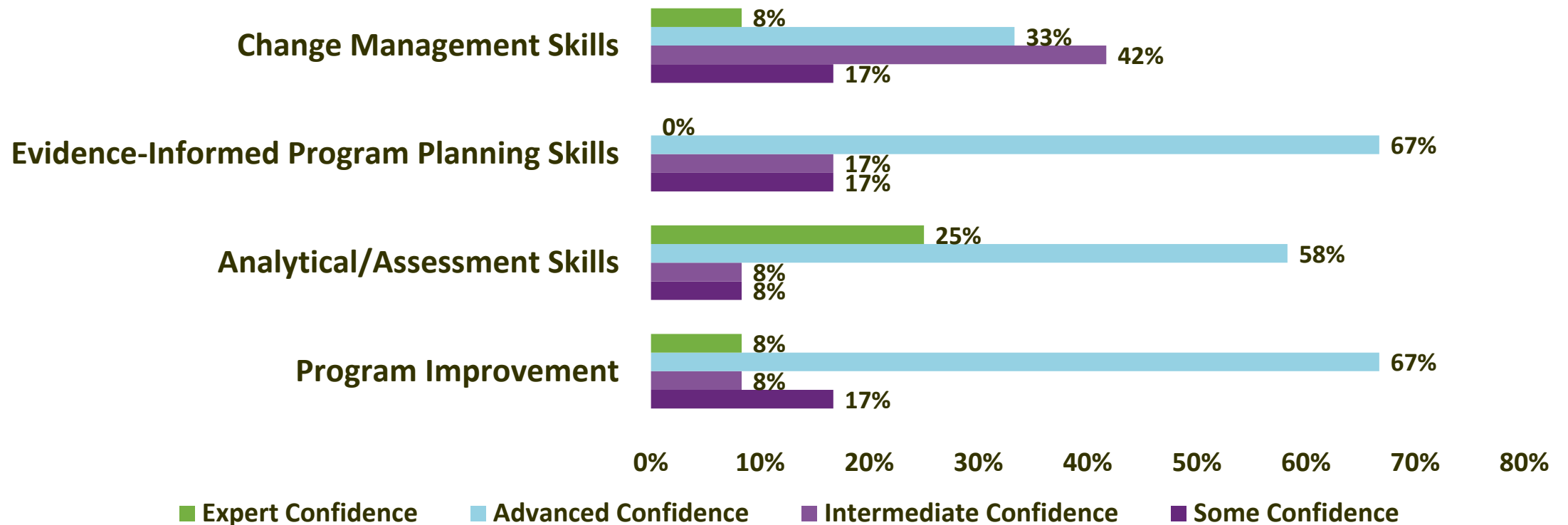
Post-Survey Findings

Knowledge in Key Areas (n=12)



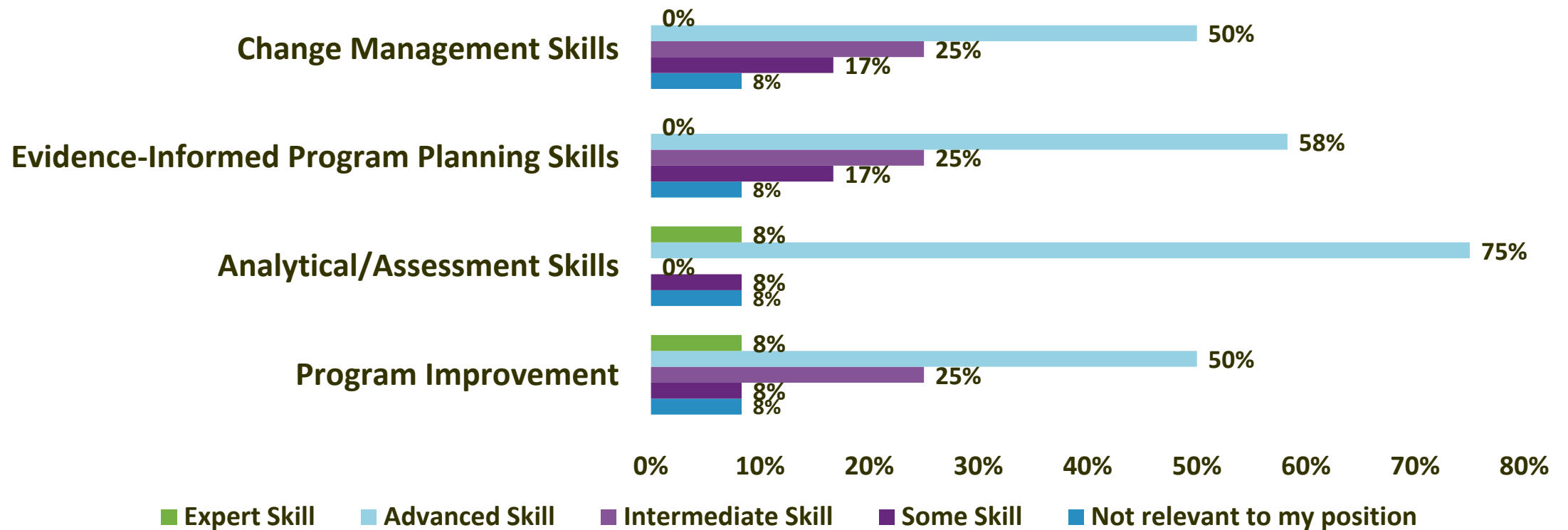
Post-Survey Findings

Confidence in Key Areas (n=12)



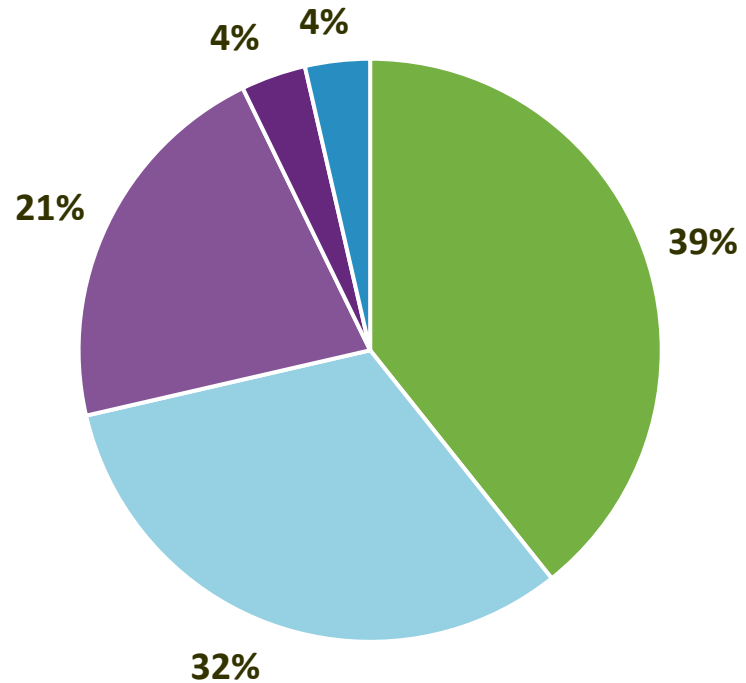
Post-Survey Findings

Managerial Skills in Key Areas (n=12)



Post-Survey Findings

Which statements are true about your experience in this project?
(n=28)

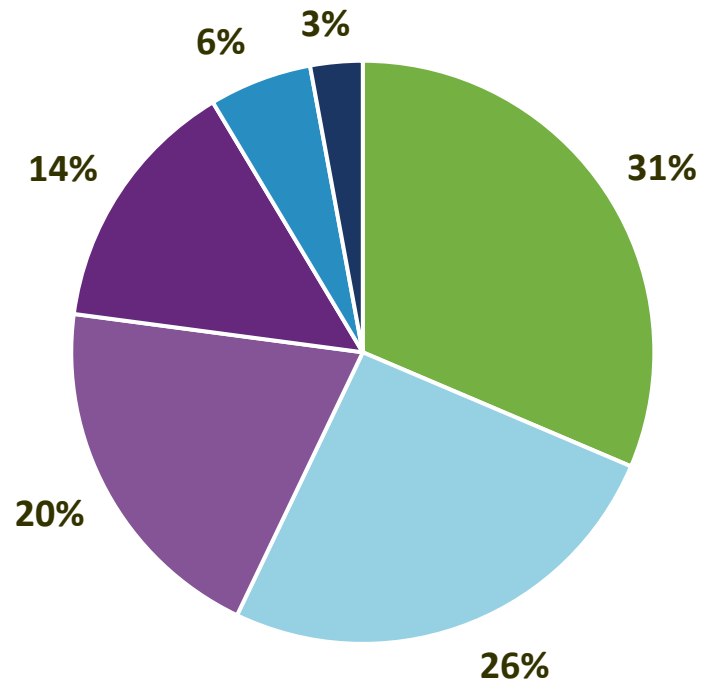


- I offered to share a resource from my coaching experience with a peer.
- I shared insights from my job/coaching experience with a peer.
- I used social media (e.g. Basecamp) to share or connect with peers.
- I experienced meaningful peer interaction in another way.
- I did not have meaningful peer interaction.



Post-Survey Findings

What were the primary benefits that you gained from this project overall? (n=35)

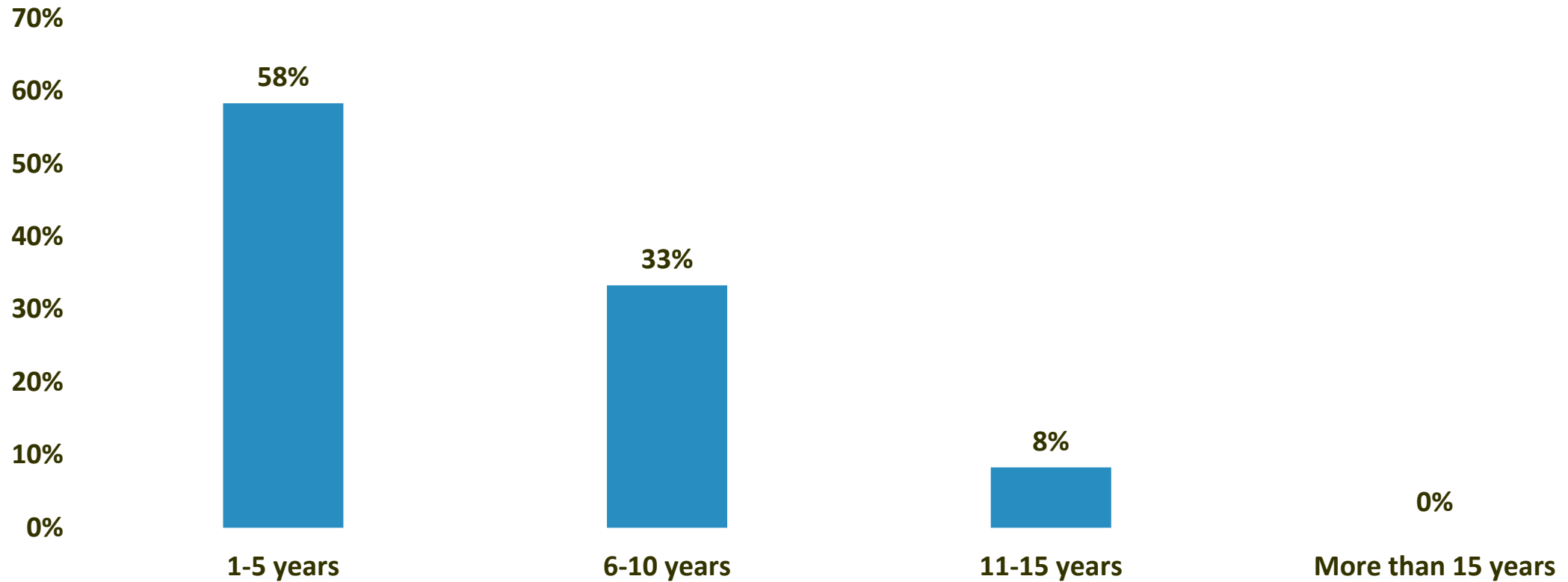


- Just being able to talk through issues with my coach
- How to apply tools provided by my coach or other coaches
- Advice from my coach about how to tackle particular challenges or issues
- Learning from/connecting with other health departments
- How this project brought together my team or colleagues in my health department
- We were able to make real progress on a program improvement or evaluation



Post-Survey Findings

Years of Experience in STD Programs or Services (n=12)



Post-Survey Comments



WEBINARS

"I found the instruction from the webinars to be very beneficial. As someone with very little program improvement/evaluation experience, I appreciated the instruction and actually wish more time was devoted to that."



COACHING

"Our coach was extremely helpful in making us think about aspects we had not considered and connecting us with other states that had done similar assessments."



ALIGNMENT

"Activities in the grant related to the program improvement goal."



APPLICATION

"The coaching helped in that we were able to work through an evolving project definition as the contracting process was taking shape, allowing for real time discuss and problem solving as the project evolved."



LEARNING

"Just learning about things I didn't know I didn't know."

Coaching Delivery and Capacity

Video Observation Findings



Model Practices Observed

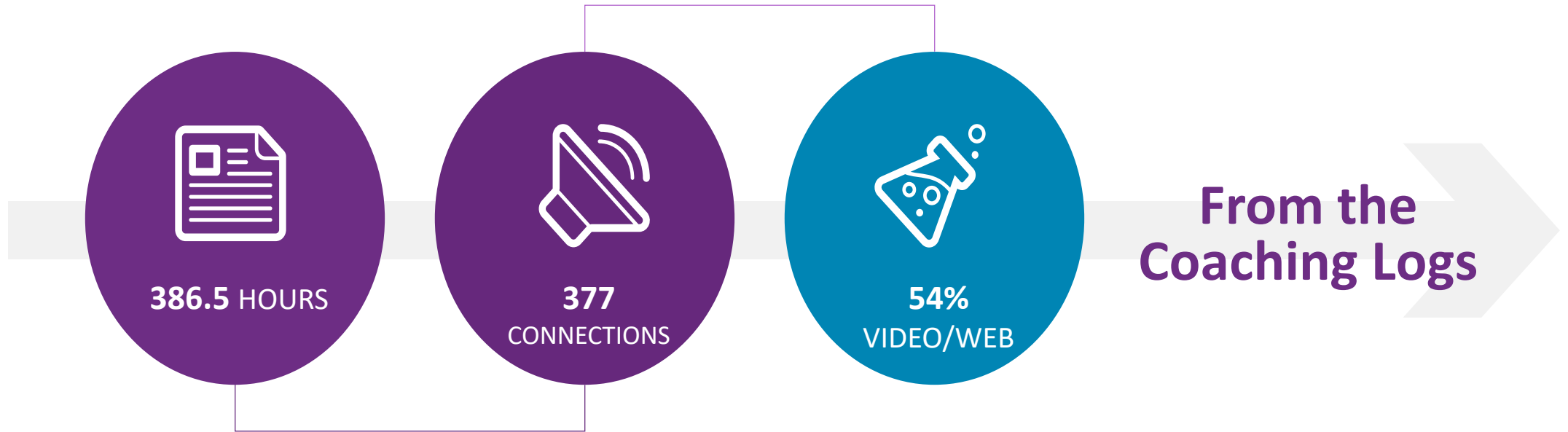
- Positive rapport with participants at the sites.
- Interactive engagement and high energy throughout the sessions.
- One coach leveraged evidence-informed visual QI tools (e.g. QI software, prioritization matrices, fishbone diagrams).
- Actionable next steps offered at the end of the session.



Model Practices Observed

- Offers to send articles after the session.
- Celebrating short-term successes.
- Reflexive learning and effective question probing.
- Organic discussion and integrated QI concepts reflected.





Note: Totals represent a summary of the coaching experience from March 2019 through December 2019. At least one coach ended sessions in October; at least one coach began sessions in April.

Hours include preparation, scheduling, contract and administrative, and coaching sessions.

Connections are defined as the number of instances of coaching that took place across all communication forms. Video/web connection percentage represents the percentage of all 377 connections made.

36% of connections made were e-mail, and 6% were by phone, 3% indicated as Other.



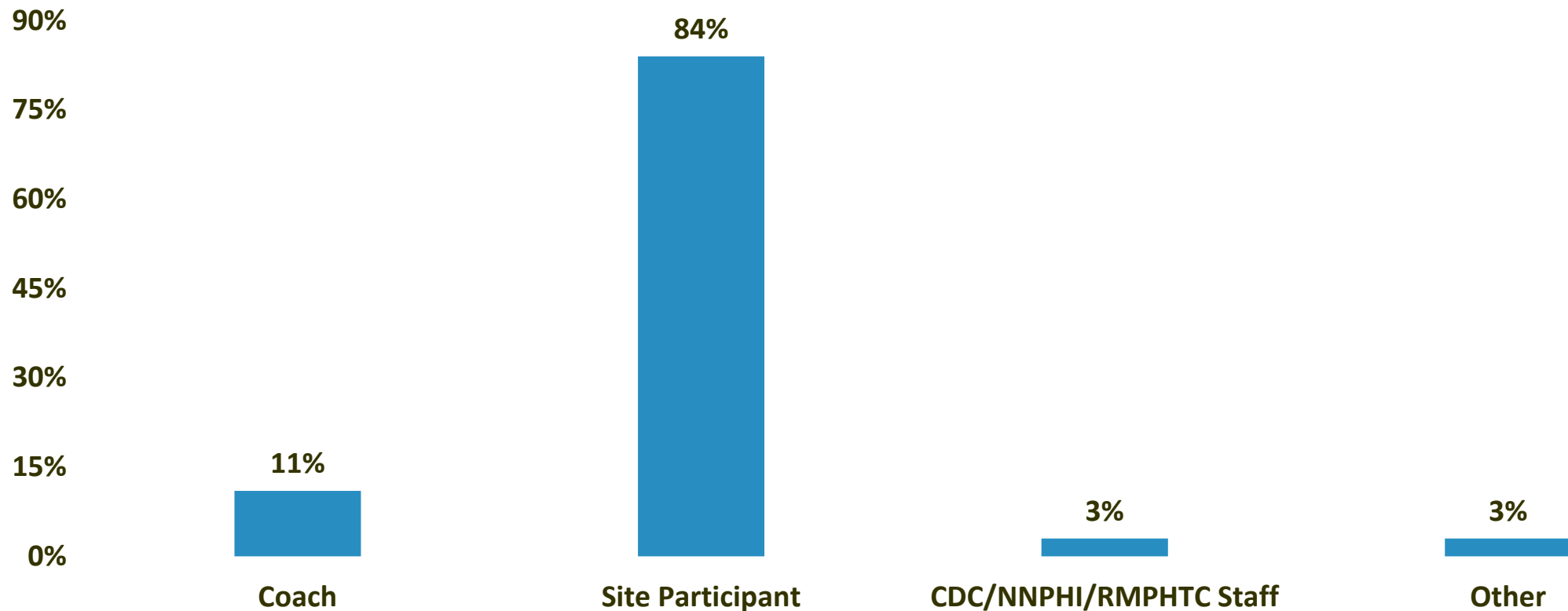
Learning Exchange

Cohort 1 - Event Evaluation Findings



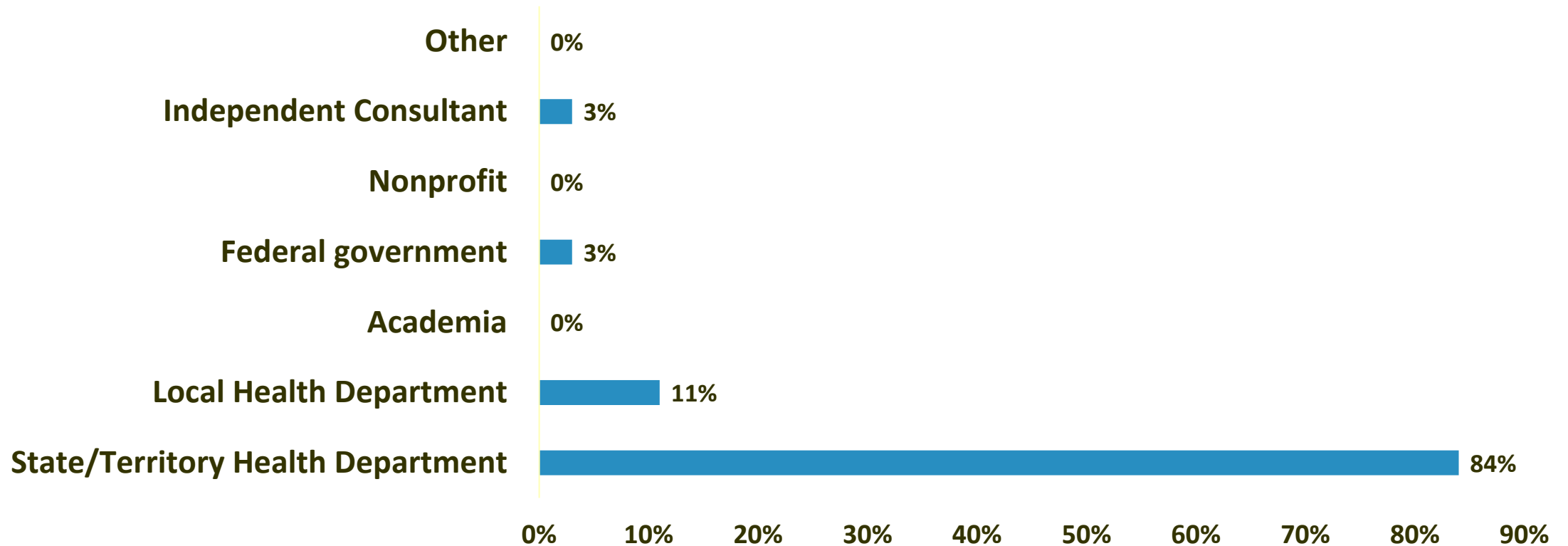
Learning Exchange – Participants

Types of Participants (n=38)



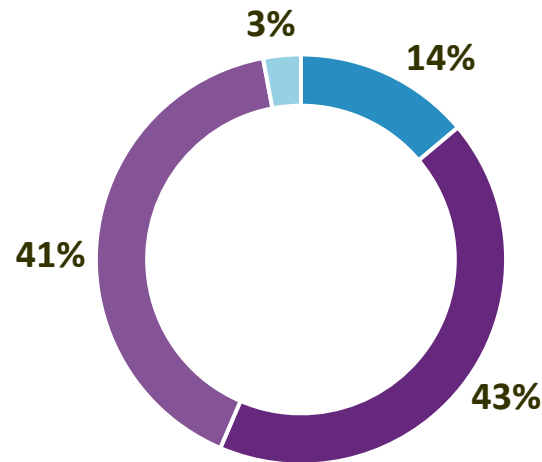
Learning Exchange – Organizations

Types of Organizations (n=38)



Application of Knowledge

Readiness to Apply What Was Learned (n=37)

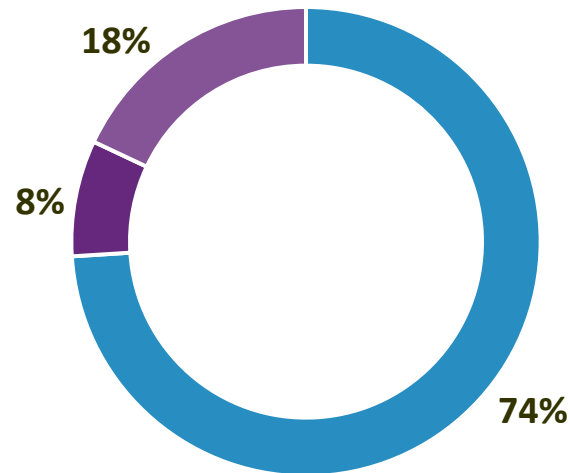


- I can perform now at an expert level in using what I learned.
- I can be successful now in using what I learned.
- I need more experience to be good at using what I learned.
- I need more guidance before I know how to use what I learned.



Learning Exchange Interactions

Content of Peer-to-Peer Interactions (n=38)



- I was able to both share and learn from peers.
- Most of my interactions were focused on sharing lessons I learned with others.
- Most of my interactions were focused on learning from peers during the event.



Cohort 1 Learning Exchange Outcomes

- Participants felt they could be successful now in using what was learned from the event.
- Participants agreed they could both share and learn from peers.
- Participants were satisfied with the event overall (95% strongly agree/agree).
- Participants felt the LE was a worthwhile investment of their time (95% strongly agree/agree).
- The information was presented in ways the participants could clearly understand (97% strongly agree/agree).



Learning Exchange Outcomes – Cohort 1



Knowledge and Skills

Comparative Outcomes



Pre- to Post-Survey Participant Growth

Note: All measures showed great improvement and are successful. Color codes serve to parse differences, not deficiencies.

Knowledge in Key Areas (Expert/Advanced)	Pre-Survey	Post-Survey	Change
Change management	28%	58%	30%
Evidence-informed program planning skills	24%	67%	33%
Analytical/assessment skills	29%	84%	56%
Program improvement	16%	75%	59%
Skill in Key Areas (Expert/Advanced)	Pre-Survey	Post-Survey	Change
Change management	16%	50%	34%
Evidence-informed program planning skills	16%	58%	42%
Analytical/assessment skills	32%	85%	53%
Program improvement	20%	58%	38%



Challenge Areas

- Knowledge
 - Change Management
 - Evidence-informed program planning skills
- Skills
 - Change Management
 - Program Improvement



Strengths



Participant Capacity Trends

- Participants were clear on their areas of personal strength and personal improvement needed from the beginning.
- Participants indicated a need for more experience in applying what they know.
- They largely indicated an intermediate knowledge of the core areas/skills, yet indicated high confidence in performing them.



Coaching Delivery

- Participants primarily reported 1 - 5 years of experience – may inform the content of coaching sessions to prioritize early career needs.



Cohort 1 Learning Exchange

- Opportunity to consider quality improvement learning outcomes, objectives, facilitation, and content approaches.
- Team can consider whether or not the learning exchange is open to those who did not participate in the coaching program.



Recommendations

Moving Forward



Participant Capacity Recommendations

- RMPHTC guide coaches to provide more instruction in session tailored for beginners or other career-level defined as most prevalent in the pre-survey.
- Coaches provide additional emphasis on data analysis and how to include that into the project improvement plan and QI storyboards to present a data-driven approach.



Coaching Delivery Recommendations

- RMPHTC convey this strategic perspective to coaches: Coaches help sites determine how their proposed solutions can be expanded into lessons that not only address their current scenario but also offer a sustainability approach to considering standard/evidence-informed guidelines for application in future cases at their site.
- RMPHTC determine whether or not the coaching sessions would benefit from a structural template developed by NNPHI/RMPHTC containing guiding slides for session priorities, case discussion, open discussion, key takeaways, assignments and next steps, while balancing what seems to be a beneficial, organic coaching discussion.



Coaching Delivery Recommendations

- Coaches should consider more explicit references to evidence-informed program improvement strategies and QI tools.
 - List of QI tools leveraged per session, for example.
- RMPHTC/Coaches determine whether or not it is beneficial to receive site challenges and questions ahead of time to support preparation.
 - List of learning outcomes per coaching experience or list of learning objectives per session (can be included in Agendas)



Coaching Coordination Recommendations

- RMPHTC include real-time, on-screen evaluation of coaching learning sessions for higher response rate.
- NNPHI/RMPHTC host pre-session/kickoff content on identifying what capabilities coaches can offer their sites. Integrate PDSA storyboards into the discussion.
- NNPHI/RMPHTC review pre-survey contents to convey priorities to coaches and offer clarity on what success looks like.
- Coaches support site completion of PDSA storyboards for defined QI project.



Coaching Coordination Recommendations

- CDC/NNPHI/RMPHTC define threshold or circumstances where coaches can flag for TA needs from NNPHI/RMPHTC.
- CDC/NNPHI consider select in-person site visits for the next cohort.
- CDC consider an opportunity for coach-led engagement beyond the monthly calls – e.g., online community, designated coaches Q&A e-mail, or group electronic communication.



Administration Recommendations

- RMPHTC share touchpoint call notes with NNPHI within 48 hours to support formative evaluation and real-time improvements in the coaching experience.
- RMPHTC lead initial session with coaches to review the pre-survey categories as a guide for coaching expectations so coaches are clear on their charter and priorities.
- CDC/NNPHI/RMPHTC align learning exchange sessions with success priorities, skills, and capabilities identified in pre/post surveys.



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THANK YOU



National Network
of Public Health Institutes