Improvement and Redesign in the Clinical Microsystem

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TGIF
What is holding us back in evaluating our work?

- Clinical microsystems are busy places . . . They want to know if they are effective, but they decide to “wait until Friday”

Misconceptions about evaluation

“Now that we’ve finished the work we should evaluate what we did”

“We will give you our data, you will tell us how we did”
The result

• Evaluation is often considered as an afterthought to the project
• The project team members lose steam, resources are depleted, and the team is on to the next thing
• The team isn’t engaged in the evaluation

We need to include methods of evaluation at all levels of our work - personal level, microsystem level, macrosystem level

And, we need to evaluate from the beginning (it’s part of the work)
Evaluating Complex Social Interventions

- Complex social interventions require evaluation as an important component of implementation and improvement strategies
- Typical methods of collecting and reporting quantitative results don’t tell the whole story, which leads to a lack of appreciation for the “whole system” changes that are needed to support the work.
- The context of the intervention site has important implications for the effectiveness of the implementation process

Recommended practices for evaluation are to
- describe the practice changes in sufficient detail so they can be replicated
- assess external factors; organizational structural characteristics; teamwork, leadership, and culture; training resources, internal organization incentives
- detail the implementation process, the effects on staff roles, and how the implementation or intervention changed over time; and possible unexpected effects
(A Few) Qualitative Evaluation Tools

- Surveys designed to evaluate the experience of stakeholders
- Needs assessment
- Focus groups
- Surveys
- Process mapping
- Eliciting stories from the front lines of care

Summative and Formative Evaluation Models *What’s the difference?*

- Summative evaluation occurs at the *end* of a project and *summarizes* the effects or outcomes of the work
- Formative evaluation occurs *throughout* the project and helps *form* the project by examining the delivery of the program, the quality of its implementation, etc.
“When the cook tastes the soup, that’s formative; when the guests taste the soup, that’s summative.”

-- Robert Stakes

Developmental Evaluation

• Embedded in the project
• Continuous
• Has a goal of learning in real time
“When the cook tastes the soup, that’s formative; when the guests taste the soup, that’s summative.”

-- Robert Stakes

*When the guests eat the soup and then go into the kitchen to help the cook prepare the next course and an elaborate dessert, and then complain about the mess . . . that’s developmental*

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**Julie’s 2015 Evaluation Challenge**

- The Illinois Surgical Quality Improvement Collaborative (ISQIC)
  - A group of 55 diverse hospitals
  - Agreed to work together over the next 3 years to improve surgical quality and patient care
  - Several interventions have been implemented in the participating hospitals
    - A mentor and coach for each hospital,
    - Formal quality and process improvement training for surgeons and nurses
    - A collaborative improvement project
    - Pilot grants for other local improvement projects
    - Risk-adjusted benchmarked hospital quality comparisons
    - Semiannual face to face meetings of the entire collaborative
  - Clinical outcomes will be measured using a standard set of surgical indicators
• Small group discussion
  – How should Julie evaluate the ISQIC?

Lessons Learned from Evaluation

• Create an evaluation framework that is seamless with the work patterns and supports a range of methods
• Look for opportunities (and missed opportunities) for evaluation
• Make evaluation (and the evaluators) an active part of the project