Conducting multisite evaluations

November 5, 2013
Welcome and introductions
Today’s presenters

Melissa Jennings
Manager, Evaluation Support Service
Ontario Centre of Excellence for Child and Youth Mental Health

Caroline Proulx, MA
Adjointe à la recherche, Santé mentale
Centre hospitalier pour enfants de l’est de l’Ontario
About the Centre

We bring people and knowledge together to strengthen the quality and effectiveness of mental health services for children, youth and their families and caregivers.

Three strategic goals:

**Learning**
Foster a culture of organizational learning to support agencies in using evidence to improve client outcomes.

**Collaboration**
Build and develop collaborative partnerships to sustain capacity within mental health services.

**Leadership**
Be a true learning organization and lead by example.
Outline for today’s webinar

- Overview of multisite evaluation
  - Definition
  - Benefits
- Summary of day treatment evaluation
- Factors in successful collaborations
- Challenges and solutions
- Special considerations
- Steps in developing an evaluation collaboration
Overview of multi-site evaluations
Quick poll

Are you currently involved with a multisite evaluation?

- Yes, we are currently doing multisite evaluation
- Yes, we are planning a multisite evaluation
- No plans in the near future
Program evaluation...

• Is a systematic process for enhancing knowledge and decision-making
• Involves collecting data about a program from a variety of sources
• Is grounded in the everyday realities of organizations
• Should include the application of results
Within CYMH sector

- Program evaluation is a key process identified in the MCYS’ Child and Youth Mental Health Service Framework
- The Centre supports evaluation capacity-building through (1) consultative supports and (2) resources to enhance stakeholders’ knowledge and skills
What is a multisite evaluation?

- An evaluation of a program in several locations (usually different organizations)
- The core components of the program have been identified (usually by the program developers)

Sample Parenting program components:
- 8 sessions
- Trained and/or certified therapists
- Pre and post measures
What is a multisite evaluation?

Additional elements:

- Program is usually implemented across sites concurrently
- The program may be delivered in 2 or more different settings (e.g., geographic, ethnocultural, SES, etc.)
- Data analyses may be conducted across the sites, between the sites, and within the sites, and may be communicated in one or different reports
Why do multisite evaluations?

Benefits of doing multisite evaluations

- Builds and enhances our knowledge of what works in different settings
  - Provides more evidence that a program’s impact can be attributed to the intervention
  - Increases our knowledge of contextual factors that contribute to program effectiveness
Why do multisite evaluations?

Benefits of doing multisite evaluations

- Resources can be pooled or shared across sites
  - Similar evaluation framework (measures, outcomes, data collection, analysis)
  - Increase in sample size for stronger design and analysis
  - Sharing of experiences such as strategies to address challenges that emerge
Why do multisite evaluations?

**Benefits of doing multisite evaluations**

- Increases likelihood of sustainability and system changes
  - Program staff, the community and policy-makers can see the program’s effectiveness and impact on a larger scale
An Evaluation of Collaborating Eastern Ontario Day Treatment Programs
Project Background

• Members of the Program Standards Committee (PSC) of the Eastern Regional Network of Day Treatment Programs have been working together for several years to improve day treatment services in the region through best practices. Past accomplishments:
  - Standardized treatment plan
  - CANS-DT use (common measurement tool)

• The Ontario Centre of Excellence for Child and Youth Mental Health awarded the group a program evaluation grant for 2012-2013 school year.
Participating Agencies & Evaluation Team

• Catholic District School Board of Eastern Ontario
• Children’s Hospital of Eastern Ontario
• Cornwall Community Hospital
• Équipe psycho-sociale
• Phoenix Centre
• Roberts/Smart Centre
• Youville Centre

• Project Lead: Dr Mario Cappelli, CHEO
• Evaluation Coordination: Caroline Proulx, CHEO
• Research Assistant: Kelcie Brown, PSC
• Student Support: Heather Woltman, University of Ottawa
Program Evaluation Purpose

• Identify mental health needs, strengths, and characteristics of children, youth and families served by day treatment; and assess the degree of change during treatment
• Identify and standardize the capture of day treatment program activities and services across the region
• Monitor program and process outcomes
Evaluation Process & Tools

- Regional program logic model for day treatment
- Evaluation framework
- Literature review

Data Collected

- CANS-DT at three time points during treatment
  - T1: 30-days into treatment
  - T2: mid-treatment (approx 4-5 months into tx)
  - T3: end of school year (or discharge)
- Treatment plan, service data
- Three staff focus groups
* Unable to collect student/parent feedback
Results/What we learned

1. Day treatment services are complex in nature as they must respond to the complex mental health and behaviour needs of children and youth that are nested within multiple systems (e.g., family, school, community and beyond).

2. These regional day treatment programs have demonstrated that they are effective at reducing behaviour, emotional and social skill needs, and at building individual strengths.

3. Regional day treatment programs need to focus their efforts to: (1) find the optimal manner in which to address identified needs; (2) capture relevant outcomes; and (3) evaluate their effectiveness. This is an ongoing process with many challenges; but it is possible, worthwhile, and necessary.
Factors in successful collaborations
Collaboration is a mutually beneficial and well-defined relationship entered into by two or more organizations to achieve results they are more likely to achieve together than alone.

(Winer & Ray, 1994)
20 factors in successful collaborations
(From Mattessich, Murray-Close & Monsey, 2001)

The factors are grouped into six categories:
1. Environment
2. Membership characteristics
3. Process and structure
4. Communication
5. Purpose
6. Resources
Factors related to the environment
(From Mattessich, Murray-Close & Monsey, 2001)

1. History of collaboration
2. Collaborative group seen as legitimate leader in the community
3. Favourable political and social climate

**Question for Caroline:**

The network predates the evaluation. How do you think this history of collaboration has impacted the current evaluation?
Factors related to membership characteristics (From Mattessich, Murray-Close & Monsey, 2001)

1. Mutual respect, understanding & trust
2. Appropriate cross section of members
3. Members see collaboration of in their self-interest
4. Ability to compromise

**Question for Caroline:**

Do you have an example of a decision around which the group members needed to compromise?
Factors related to process and structure
(From Mattessich, Murray-Close & Monsey, 2001)

1. Members share a stake in both process and outcome
2. Multiple layers of participation
3. Flexibility
4. Development of clear roles and policy guidelines
5. Adaptability
6. Appropriate pace of development

Question for Caroline:

Can you provide an example of how the group members might have had to adapt to changes or unforeseen events during the course of this evaluation?
Factors related to communication
(From Mattessich, Murray-Close & Monsey, 2001)

1. Open and frequent communication
2. Established informal relationships and communication links

**Question for Caroline:**
How did the group members communicate with each other?
Factors related to purpose
(From Mattessich, Murray-Close & Monsey, 2001)

1. Concrete, attainable goals and objectives
2. Shared vision
3. Unique purpose

Question for Caroline:
How did the group develop a shared vision for the evaluation?
Factors related to resources
(From Mattessich, Murray-Close & Monsey, 2001)

1. Sufficient funds, staff, materials, and time
2. Skilled leadership

Question for Caroline:
The group had a grant to help carry out the evaluation. What resources might it be able to tap into moving forward?
Challenges and solutions:
How to address challenges with variations across sites
Challenge #1

- Collaboration can be difficult and take time
  - Different sites may have different organizational cultures and different ways of doing things
Challenge #1

- Collaboration can be difficult and take time
  - Different sites may have different organizational cultures and different ways of doing things
Solution

Focus on core elements of program, select sites that implement these core components and ensure high fidelity in each site.

Cognitive Behavior Therapy

- Education
- Exposure
- Self-monitoring
- Cognitive restructuring
- Re-training

Fidelity Checklist
Solution

Start with one common metric for one common outcome
Challenge #2

- Expertise on and experience with the program varies across sites
  - Contextual characteristics can vary: size and location of organization, training and years of experience of frontline providers, reach of program
Solution

Identify and actively use strengths of each site
Solution

Identify a shared vision, focus on common outcomes and have regular check points
Special considerations
Ethical considerations

Points to consider:
1. Planning for the management and dissemination of information
2. Preparing data sharing agreements
3. Considering ethics approval requirements at each site, where applicable
4. Ensuring data integrity
Evaluating the collaboration

Points to consider:

1. The collaboration can be evaluated formally or informally

2. A more formal evaluation can be undertaken using a tool such as *The Wilder Collaboration Factors Inventory*

3. A less formal evaluation could include a survey for group members and/or a focus group, for instance
Where to start?
Steps in developing an evaluation collaboration
Steps in developing a collaboration
(Adapted from Winer & Ray, 1994)

1. Envision the results
   - Bring people together
   - Build trust
   - Confirm the vision
   - Specify the desired results of the collaboration
Steps in developing a collaboration
(Adapted from Winer & Ray, 1994)

2. Empower the group
   - Confirm organizational roles
   - Resolve conflicts
   - Organize the effort
   - Support the members
Steps in developing a collaboration
(Adapted from Winer & Ray, 1994)

3. Ensure success
   - Manage the work
   - Create joint systems
   - Evaluate the results
   - Renew the effort
Steps in developing a collaboration
(Adapted from Winer & Ray, 1994)

4. Ensure continuity
   ➡ Create visibility
   ➡ Involve the community
   ➡ Change the system
   ➡ End the collaboration
Questions?
Questions or comments?

• To submit questions electronically, use the *question* box located in your control panel
• To submit questions verbally, use the *raised hand* icon also located in the control panel
Upcoming webinars

• Ethical considerations in program evaluation
  November 12, 1-2 p.m.

• Reviewing the literature
  November 19, 1-2 p.m.

www.excellenceforchildandyouth.com/training/webinars
Contact

For more information on this webinar or topic, please contact:

Melissa Jennings
mjennings@cheo.on.ca
613-737-2297 x. 3720

Caroline Proulx
cproulx@cheo.on.ca
613-737-7600 x. 3492
Evaluation

Please don’t forget to complete the survey at the end of this webinar.

Your feedback is very important to us, so we thank you for taking the time to share your thoughts!