

Using an Applied Approach for Mixed-Methods Evaluation in PCTE Settings

Roberta E. Goldman, PhD

Department of Family Medicine
Alpert Medical School of Brown University
and
Department of Social and Behavioral Sciences
Harvard Chan School of Public Health

HRSA PCTE Technical Assistance Webinar Jan. 26, 2017



Why Use Mixed-Methods?

- Different ways of knowing; need for different types of data; triangulation of findings
- Quantitative
 - To understand the *what* of program components
 - outcomes, frequencies, examination of cause and effect
- Qualitative
 - To understand the *why* and *how* of program components - subtle meanings associated with attitudes, motivations, beliefs, behaviors
 - Process evaluation
 - Exploratory and explanatory data

When Designing Program Evaluations, Aim for

- A contextually comprehensive mixed-methods evaluation (*why* and *how* along with *what*)
- Evaluation that is “explanatory, attends to the context of [the program intervention component], and elicits the experiences of the diverse stakeholders.”

Goldman RE, Parker D, Brown J, Eaton C, Walker J, Borkan J. Recommendations for a Mixed-Methods Approach to Evaluating the Patient-Centered Medical Home. *Annals of Family Medicine*, 2015;13(2):168-75.

- Balance between comprehensiveness and feasibility

R. Goldman, PhD - BROWN Alpert Medical School and Harvard Chan School of Public Health - 2017

3

What to Consider when Designing an Evaluation

- What do you want to evaluate?
 - Which specific program elements?
 - Why evaluate these specific ones?
 - What will you do with the evaluation data for each element?
- How can the essence, progress, and outcomes of each element be best assessed?
 - Which methods are best suited for each one?

R. Goldman, PhD - BROWN Alpert Medical School and Harvard Chan School of Public Health - 2017

4

What to Consider when Designing an Evaluation

- Which methods will ensure a contextually comprehensive evaluation of each element?
 - Do you need more than one method?
 - Do different elements need different methods?
 - Do you need different methods at different time-points?
 - Why?
- Document decision-making throughout project

R. Goldman, PhD - BROWN Alpert Medical School and Harvard Chan School of Public Health - 2017

5

What to Consider when Designing an Evaluation

- How feasible is it that you will be able to:
 - Actually collect all the data you propose to collect?
 - Collect the data in a rigorous, high-quality manner?
 - Analyze all of the collected data?
 - Apply the analysis results for each evaluation element to your intended purpose?
 - e.g., HRSA data requirement reporting; programmatic quality improvements; professional conference presentations; publications; sustainability; formulating new evaluation questions

R. Goldman, PhD - BROWN Alpert Medical School and Harvard Chan School of Public Health - 2017

6

Potential Evaluation Methods

with patients, learners, teachers, community,
other stakeholders

Qualitative measures

- Site observations
- Process pathways observations
- Interviews
- Focus groups
- Analysis of written materials

Quantitative measures

- Validated surveys
- Other existing surveys
- Surveys created for the PCTE project
 - e.g., knowledge, attitudes, beliefs, behaviors, satisfaction
- EHR patient outcome data
- Curricular evaluations
- PDSA cycles
- HRSA-required data

R. Goldman, PhD - BROWN Alpert Medical School and Harvard Chan School of Public Health - 2017

7

How to Select Methods

- Consider which methods are most appropriate for answering the questions you have about your program elements; do you need:
 - Number counts and/or percentages?
 - Precise frequencies or ratings?
 - Understanding of meaning and context of quantitative outcomes?
 - Understanding of program process and progress?
 - Understanding of individual participants' experiences?
 - Understanding of how participants discuss an element of the program or subject addressed by the program?
- Also consider:
 - Suitability for use in the program setting
 - Access to the participants; burden on participants
 - Availability of evaluation staff, time, resources for collection, and analysis

R. Goldman, PhD - BROWN Alpert Medical School and Harvard Chan School of Public Health - 2017

8

Selecting the Evaluation Sample

- Consider:
 - **Whom** data will be collected from – paying attention to subgroups relevant to your project
 - Learners in training? (residents, students)
 - Faculty learners? (core and community faculty)
 - Patients? (ages, languages, diagnoses, etc.)
 - Community stakeholders? (local organizations, city govt., etc.)
 - What **sample size** do you need?
 - Quantitative
 - Qualitative
 - Evaluation time points:
 - **Whom** will you collect **what** from, **how**, and **when**?
 - Be sure you know **why**

R. Goldman, PhD - BROWN Alpert Medical School and Harvard Chan School of Public Health - 2017

9

Brown Dept. Family Medicine PCTE Evaluation

Time Points	Methods	Data Types
RESIDENTS		
Y01-Y05	Document PDSA cycles	Quant/Qual
Y01-Y05	Evaluation of didactics	Quant/Qual
Y01-Y05	Annual assessment of BH and PCMH curricula	Qual-meetings
Y01-Y05	Quarterly reviews of BH and PCMH rotation evaluations	Quant
Spring Y01-Y05	Survey about PCTE curricular elements	Quant
Y01-Y05	Document engagement in community	Qual/Quant
Y01-Y05	Document HRSA-required demographics	Quant
Fall Y02-Y05	EHR patient panel analysis	Quant
Y02-Y05	Adolescent-friendliness survey in clinic	Quant
Spring Y04 ?	Interview with PGY3s	Qual

R. Goldman, PhD - BROWN Alpert Medical School and Harvard Chan School of Public Health - 2017

10

Brown Dept. Family Medicine PCTE Evaluation

Time Points	Methods	Data Types
FACULTY		
Spring Y01, Y04	Survey about curricular elements	Quant
Spring Y04 ?	Interview	Qual
PATIENTS		
Y01-Y05	Track pediatric HEDIS measures and other patient outcome data	Quant
COMMUNITY		
Y02-Y05	Survey Adolescent Health Advisory Council members (each 6 week series)	Quant/Qual
TBD	Community stakeholder survey or qualitative assessment	Quant/Qual