



LIC evaluation: Using logic and the logic model when defining success

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Presentation Objectives:

- Background
- Program Evaluation and the Logic Model
- Program Evaluation of LICD
- Final comments/questions

Background

- Clinical education needs to keep pace with/be responsive to shifting patient demographics, changing health system expectations, new technologies, new evidence that suggest ways to improve quality.

And yet:

- Some medical schools continue to provide clerkships in same set of core clinical disciplines and clerkship designs that were considered critical in preparing doctors in the 1950s.

Need to review relevance and value of clinical experiences



Longitudinal Integrated Clerkship

LICS have all of the three following common core elements*:

1. Medical students participate in the comprehensive care of patients over time (patient-centered clinical approach (focus))
2. Medical students have continuing learning relationships with these patient's clinicians (relationship with preceptor (process))
3. Medical students meet, through these experiences, the majority of the year's core clinical competencies across multiple disciplines simultaneously. (integrated)



Longitudinal Integrated Clerkship Dalhousie (LICD)

- Sept 2012 - First LICD for Dalhousie Medical School launched in Miramichi
- Three students spent the entire year (48 weeks) in Miramichi during 2012-13
- LICD is objectives based, community based, focused on continuity (with learner, learning environment, preceptors, and curriculum)
- Patient Panel

Longitudinal Integrated Clerkship Dalhousie (LICD) Goals

Goals 1 & 2: Comparability of learning experience with identical objectives and equivalent assessment; Student performance & outcomes are comparable

Goal 3: Faculty development needs are met

Goal 4: Enhancement of community healthcare resources; Improved recruitment and retention of physicians

Goal 5: Continuous community engagement to support/enable optimal teaching & learning opportunities

Goal 6: Increased # of grads seeking generalist career ops

Goal 7: Outcome and performance data that allow for short and long term internal and external program evaluation and comparison to other LICs.

What is Program Evaluation (PE)

- PE questions are interested in assessing the effects of programs by asking questions like “What changes occurred?” or “Are we satisfied with the results?” “did we achieve the results we were expecting” (French, Bell, & Zawacki, 2000).
- It is a systematic process used to determine the merit, worth, value of a specific program, curriculum, or strategy in a specific context. (Guskey, 2000)
- PE looks at performance of program; not only at performance of students

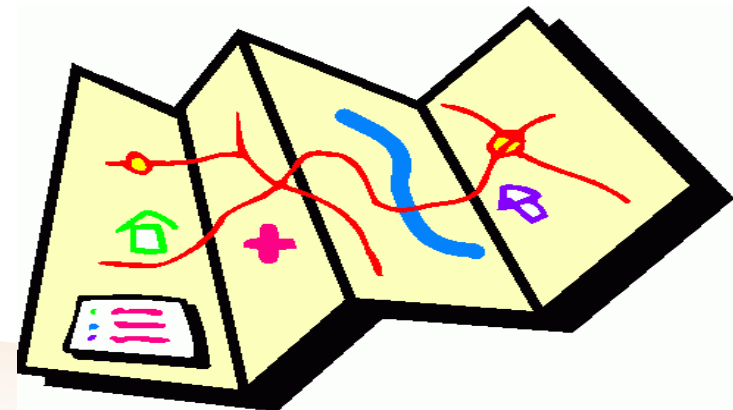
Variety of approaches used in PE

- Management Approach
- Consumer-Oriented Approach
- **Objectives/outcomes oriented approach**
- Participant oriented approach
- Developmental evaluation approach
- Phillips evaluation approach (ROI)

Objectives/outcomes oriented approach: Focuses on specifying the goals and objectives of a given program and determines the extent to which they have been attained (Tyler)

The Program Logic Model

- A conceptual map of your program
- Displays sequence of actions that describe what the program is and what it is expected to do
- Provides visual linking inputs to results/outcomes
- May oversimplify your program, as static, linear



Program Evaluation

Using the Outcome Logic Model Template

Program Name _____

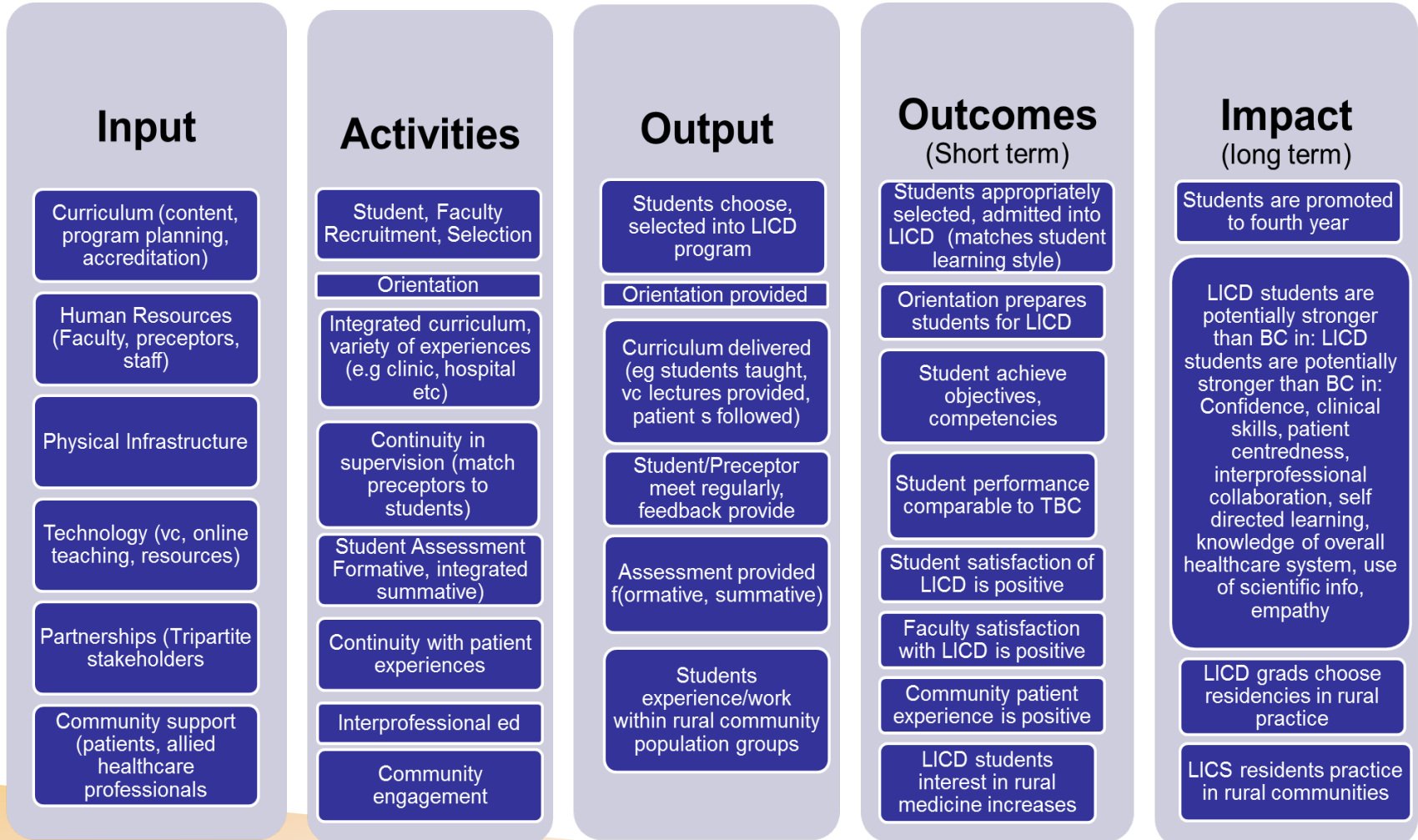
Evaluation Purpose _____

Focus of Evaluation (student, faculty) _____

Who is asking for the Evaluation _____

Assumptions	Your Planned work		Your Intended Results		
	Resources/Inputs	Activities/	Outputs	Outcomes	Impact
	Things or people you need to make your program happen	If you have adequate resources then you can use them to accomplish your planned activities, which are:	If you accomplish your planned activities, then your program will deliver these immediate results:	If you accomplish your activities, then your participants will achieve the following benefits (short, mid, long term)	If benefits are achieved by your participants, then the following changes should occur within your organization, institution, system

LICD Logic Model



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Points to Note:

- ❑ Not all outcomes can be measured, easily, quickly
- ❑ Elements of LICD not fully realized (eg utilization of patient panel, engaging community)
- ❑ When developing processes for PE, think sustainable
- ❑ Student performance and comparisons with TBC; propensity scoring
- ❑ Collaboration key; sharing frameworks, methods, tools

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Thank you!

Questions, comments?



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Additional Slides

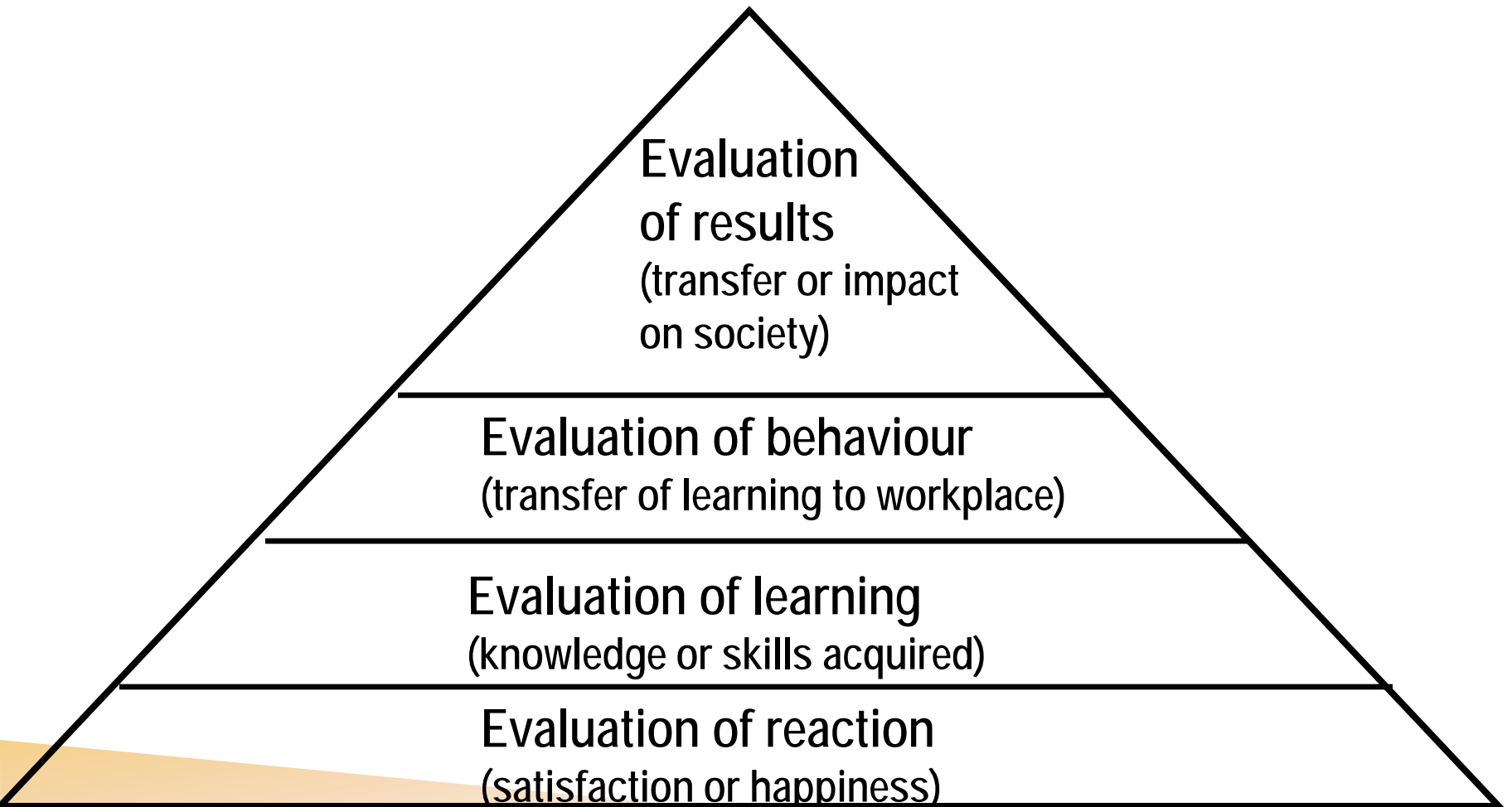
Program Logic Model

- What resources do you have available
- What planned activities will be executed with these resources?
- What immediate outputs would you expect from your planned activities? Who participated?
- What intended outcomes or benefits do you anticipate will result from the planned activities? (short or long term)
- What is the impact of your program

PE Purpose

- Need to have a clear purpose with any program evaluation
- Multiple stakeholders: (quality? ROI? Capacity building?)
- Multiple phases: Implementation, short term, long term outcomes.
- Goals— guide purpose and shape outcomes
- Shared purpose? (stakeholders--quality, ROI, build capacity)
- Accreditation

Kirkpatrick's Levels of Outcomes



Kirkpatrick's Levels of Outcomes

Level	Measures	Key Question Addressed	Methodologies or Indicators
1: Reaction	Satisfaction	What was the participants' reaction to the program?	<ul style="list-style-type: none"> •program evaluation sheets often called Smile Sheets or Happy Sheets •interviews •questionnaires •participant comments
2: Learning	Knowledge	What did the participants learn?	<ul style="list-style-type: none"> •pre/post testing •observations •interviews •self-assessment
3: Behaviours	Transfer of Learning	Did the participants' learning affect their behaviour?	<ul style="list-style-type: none"> •testing •observation
4: Results	Transfer or Impact	Did participants' behaviour changes affect the organization?	<p>Indicators can include:</p> <ul style="list-style-type: none"> •reduced costs •increased productivity •decreased employee turnover



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Benefits of LIC

- “Studies suggests students who participate in clerkship models such as LIC and that is based on principle of continuity in supervision and care, perform better than or equivalent to students in a traditional block clerkship model in clinical skills and knowledge acquisition” (Hirsch et al, 2012, Ogur et al, 2007).