Supporting Organizational Change in Public Health

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Conflict of Interest Disclosure

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- No financial or other conflicts of interest to disclose

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Online Learning Modules: Features

- Free access from anywhere
  - Login, password, internet access
- Relevant to public health
- Track your progress
  - Monitor learning and progress
  - Self-paced
- The NCCMT hosts 13 online learning modules

STEPS OF EVIDENCE-INFORMED PUBLIC HEALTH

SEARCH · APPRAISE · SYNTHESIZE · ADAPT · IMPLEMENT · EVALUATE · DEFINE

Organizational Change Module **Objective**

*Develop an **online learning module** providing those in public health **management** positions with an overview of areas to consider when **planning organizational change** to support achieving EIDM in practice*

The Module

- Development based on a review of existing literature & NCCMT experience in organizational change

- 2-3 hours to complete

- **Certificate of Competence** to those who complete and receive 75%

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Organizational Change

ADAPT

IMPLEMENT

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A public health scenario …

Your public health department has discussed the need to *become more evidence-informed in decision making*. The management team is committed to planning for improved EIDM in an organized way, including the allocation of resources and possible restructuring of staff. They acknowledge that this is a long-term project that will build incrementally over time, with short- and long-term goals.

Where do you start?

Organizational Change

Framework for Managing Change

Multiple frameworks for change management are available. Many of these follow a problem-solving process that includes identifying the problem, planning, implementing and evaluating the change (see Figure 1 below).

Figure 1: Framework for Managing Change (Longest et al., 2000)

(click the arrows to reveal the next step)

- 1. Identification of need for change

  ↓

- 2. Planning for implementation of change

  ↓

- 3. Implementing the change

  ↓

- 4. Evaluating the change

Previous   Next

Learning Resources   References   Print

8

Pre & Post-Testing

- Questions on self-efficacy and learning outcomes
  - **Self-Efficacy**
    - 5 questions; 5 pt Likert scale
  - **Knowledge and Skills**
    - 12 questions; multiple choice

Example: *Organizational change can be characterized by all of the following key dimensions, except:*
a) scope
b) cost
c) depth
d) urgency

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Findings to date: **Feb 1 '18 - March 30 '18**

- **82** users started the module
  - **41** completed the module (50% completion rate)
  - **35** passed the module (42.7%)

Change in **learning outcomes** (n=28):
  - Mean pre-test score: 58.3%
  - Mean post-test score: 84.2%
- Percent change: **+25.9%** (95% CI: 20.2-23.5, p<0.0001)

Change in **self-efficacy** (n=29):
  - Mean pre-test score: 1.74
  - Mean post-test score: 2.42
- Point change: **+0.68** (p=0.001)

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10

Feedback (n=19)

- 14 (**73.7%**) would **recommend** the module to a colleague
- Qualitative feedback:
  - **Strengths**
    - **Resources**: module contained valuable resources
    - **Accessibility**: appreciated online nature of training; could work on it over time
    - **Timeliness**: coincided with their need for training in org change
  - **Weaknesses**
    - **Lack of Group Discussion**: to share and compare learnings with colleagues

Summary of Findings

- Online learning modules address barriers of time, limited resources and gap in skills by building capacity in a cost-effective way
  - Effective resources to build org change capacity
  - Increase learner knowledge
  - Increase learner self-efficacy

Questions?

For more information about the National Collaborating Centre for Methods and Tools

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Learning Objectives

- Learn about a **model** for organizational change

- Discover **tools** that can be used for organizational assessment

- Develop **knowledge and skills** in planning organizational change

- Learn about **strategies** for implementing organizational change

- Become familiar with **process**, **structure** and **outcome indicators** and their **measurement**