

*Monitoring, Evaluation and Learning  
System to Support and Inform  
Health Outcomes in BC*

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Discover. Connect. Engage.



# In Partnership

## with:

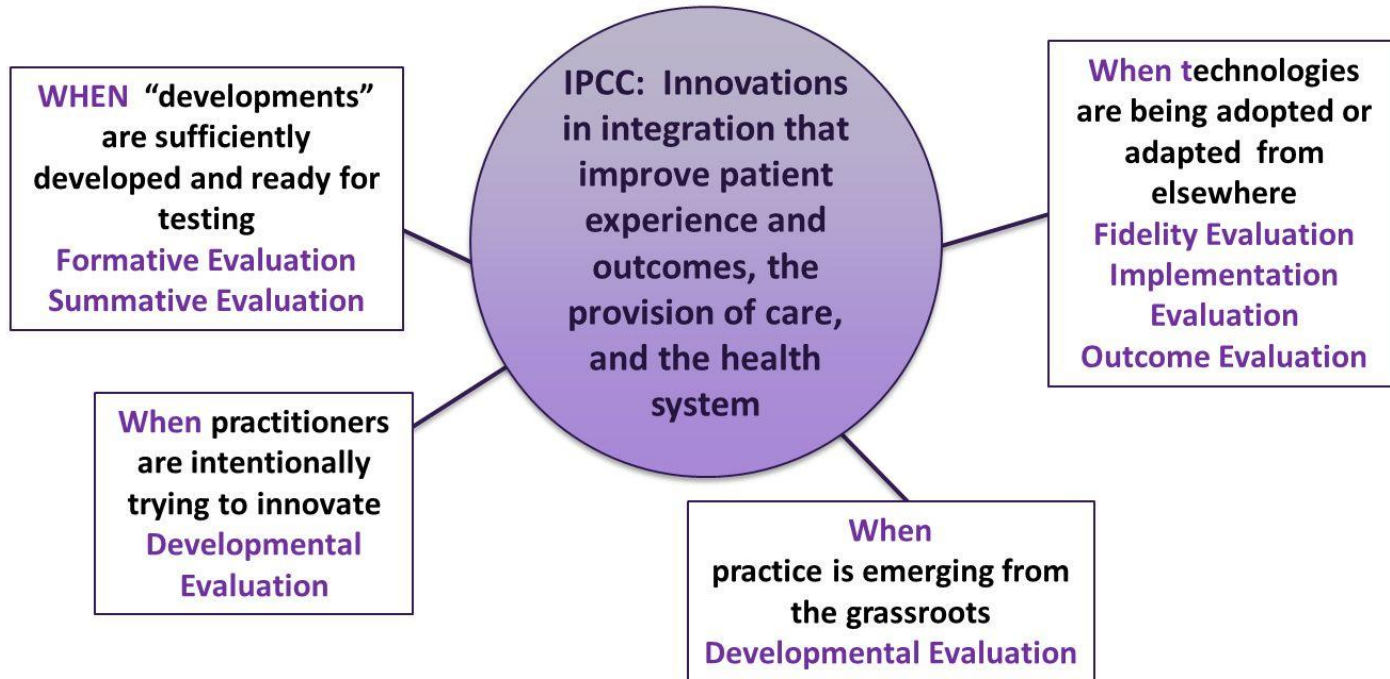


# Evaluation Framework informed by “glocalization”

*think global, act local*

- position evaluator as internal, team function integrated into action
- bring evidence to the process of *innovation-reflection-evolution-innovation*
- produce context-specific understandings
- **support ongoing learning**

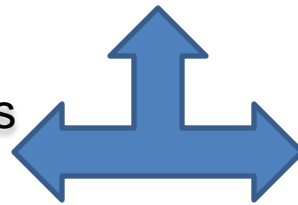
# Evaluation and Development



## Figure 2. Integrated Health Services (IHS) Evaluation Supporting Development in Northern Health

Support regional and community evaluation with wider evidence  
**(Provincial MELS support)**

Individual community learnings  
**(Community Evaluators - IHS)**



Collaborative regional learnings:  
Regional IHS Strategic Planning  
**(Regional Evaluation Lead - IHS)**

Feedback to individual communities allows reflection on progress

Feedback to support region-wide collaborative learning

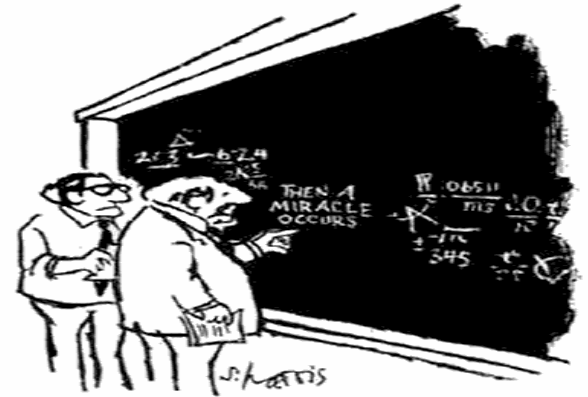
Northern Health HIS Evaluators support prototypes to learn and adapt through real time feedback, living documents, evidence of good practice, data sets; Provincial MELS supports and informs the wider evidence



- How do we shift from a blame culture to a learning culture?

develop a vision  
motivate others  
recognize emotions

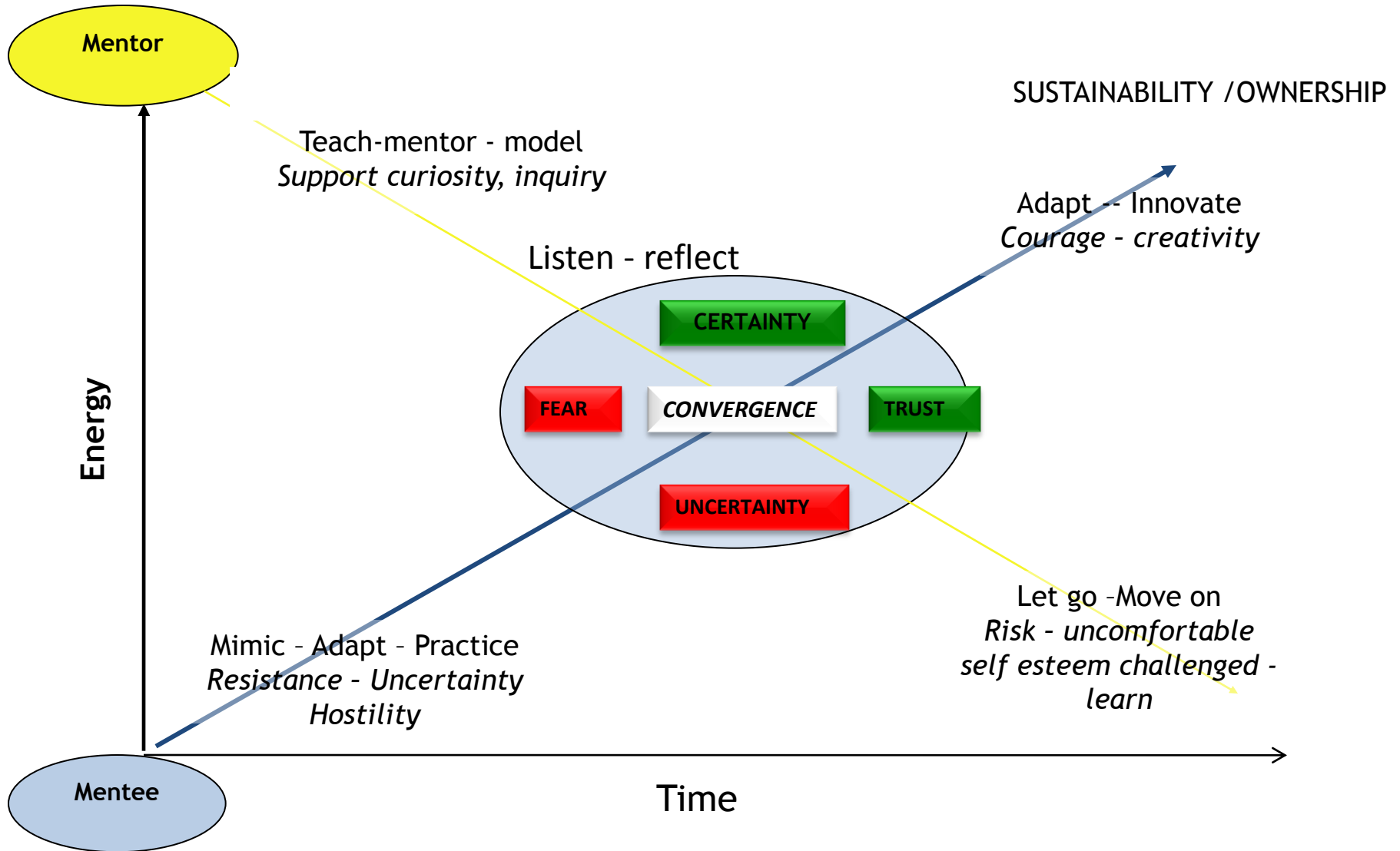
# An evaluation tool to use: *Outcome Mapping*



"I THINK YOU SHOULD BE MORE EXPLICIT  
HERE IN STEP TWO."

- Clarify intent of what actions need to occur
- Use concrete terms
- Track the behaviors
- Identify the emotions when you enter convergence
- Modify your own behavior to support growth in other

# Fostering the development of a learning culture



“Plans do not develop anyone – only development *experiences* develop people.” Marshall Goldsmith



Purposeful Change

Vision:

Mission:

Underlying assumption to purposeful change is that only person that you CAN change is yourself, which means that you may need to adjust the environment to empower others to change

| Sphere of Control (yourself)                        |  |   |   | Sphere of Influence (others) Who is doing what and how?   | Impact   |
|---|--|---|---|---|--|
| <b>Strategy</b>                                     | <b>Causal</b><br>I-1                             | <b>Persuasive</b><br>I-2  | <b>Supportive</b><br>I-3  | <p>Behaviors you expect to see from a passive participant in the change:</p> <p>Behaviors you like to see from an active participant in the change:</p> <p>Behaviors you love to see from a champion of change:</p> | <p>Patients have better outcomes</p> <p>Providers are more satisfied</p> <p>System is more efficient</p> |
| <b>Aimed at a specific Individual or group</b>      | Cause a direct effect<br><br>Remove distractions | Arouse new thinking   | Involvement is more frequent and sustained<br><br>Nurture to support self-sufficiency |   |  |
|   | E-1  | E-2   | E-3   |   |  |
| <b>Aimed at individual's or group's environment</b> | Change physical environment                      | Create a persuasive environment<br><br>Change/alter message system<br><br>Disseminate information to a broad audience | Create a learning/action network  |   |  |