IVE WAIVER SOP WEBINAR SERIES

Implementation, Fidelity and CQI: Gathering and analyzing information to see the impact of SOP.

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UCDAVIS

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Professional Education | Human Services

6 WEBINARS

Block 1: Leadership Drivers

- Session 1 (October 4, Southern)
  The Supervisor's Role: How supervisors support implementation and practice of SOP.

- Session 2 (October 18, BAA)
  The Manager's Role: How managers support implementation and practice of SOP.

Block 2: Competency Drivers

- Session 3 (November 1, BAA)
  Attending to Competency Drivers: Strategies for developing SOP skills at all levels of the workforce.

- **Session 4 (November 15, Northern)**
  Engaging Families: Strategies for engaging families.

Block 3: Organizational Drivers

- **Session 5 (November 29, Southern)**
  Attending to context: Creating a healthy organizational culture, developing a culture of learning and considering how SOP fits with other statewide practices and initiatives.

- **Session 6 (December 13, Northern)**
  Implementation, Fidelity and CQI: Gathering and analyzing information to see the impact of SOP.

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WEBINAR SESSION SIX

**Implementation, Fidelity and CQI: Gathering and analyzing information to see the impact of SOP**
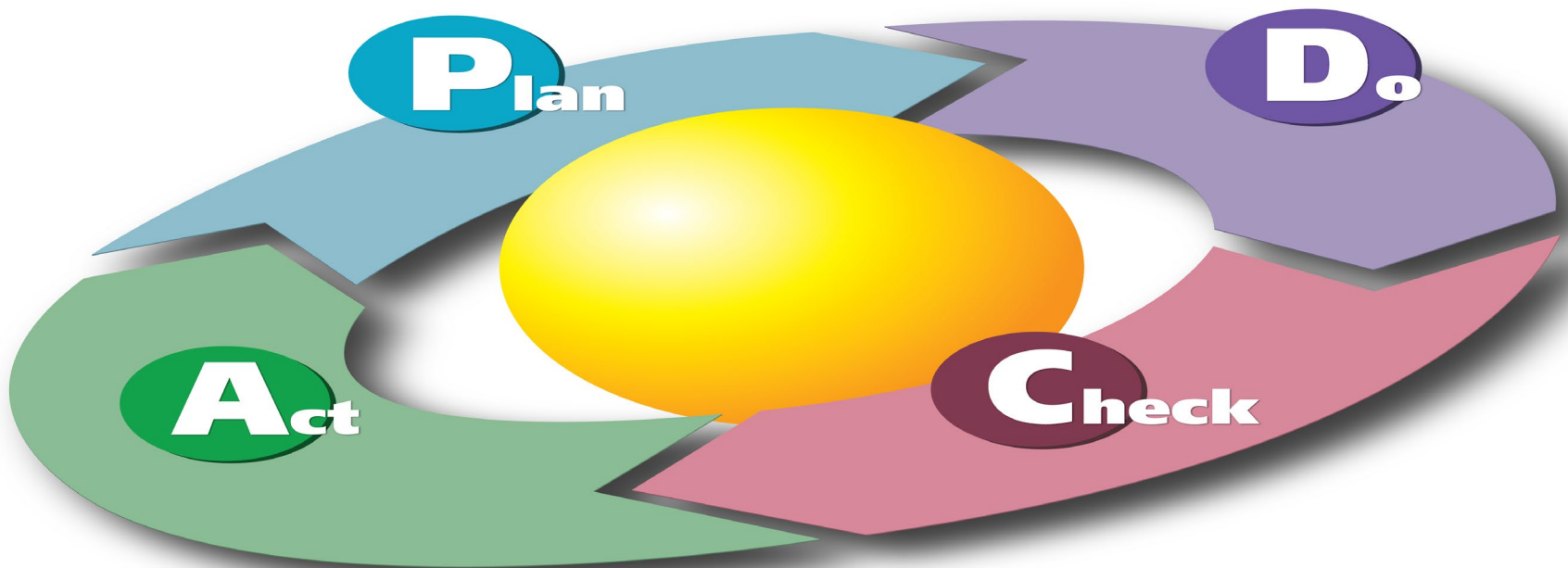
LEARNING OBJECTIVES

1) Provide an overview of the principles of CQI

2) Learn about CQI activities related to SOP in the Waiver Counties

3) Learn about existing Fidelity Tools being used and how the results inform SOP practice improvement

WELCOME!

- Type your name and county in the chat box.

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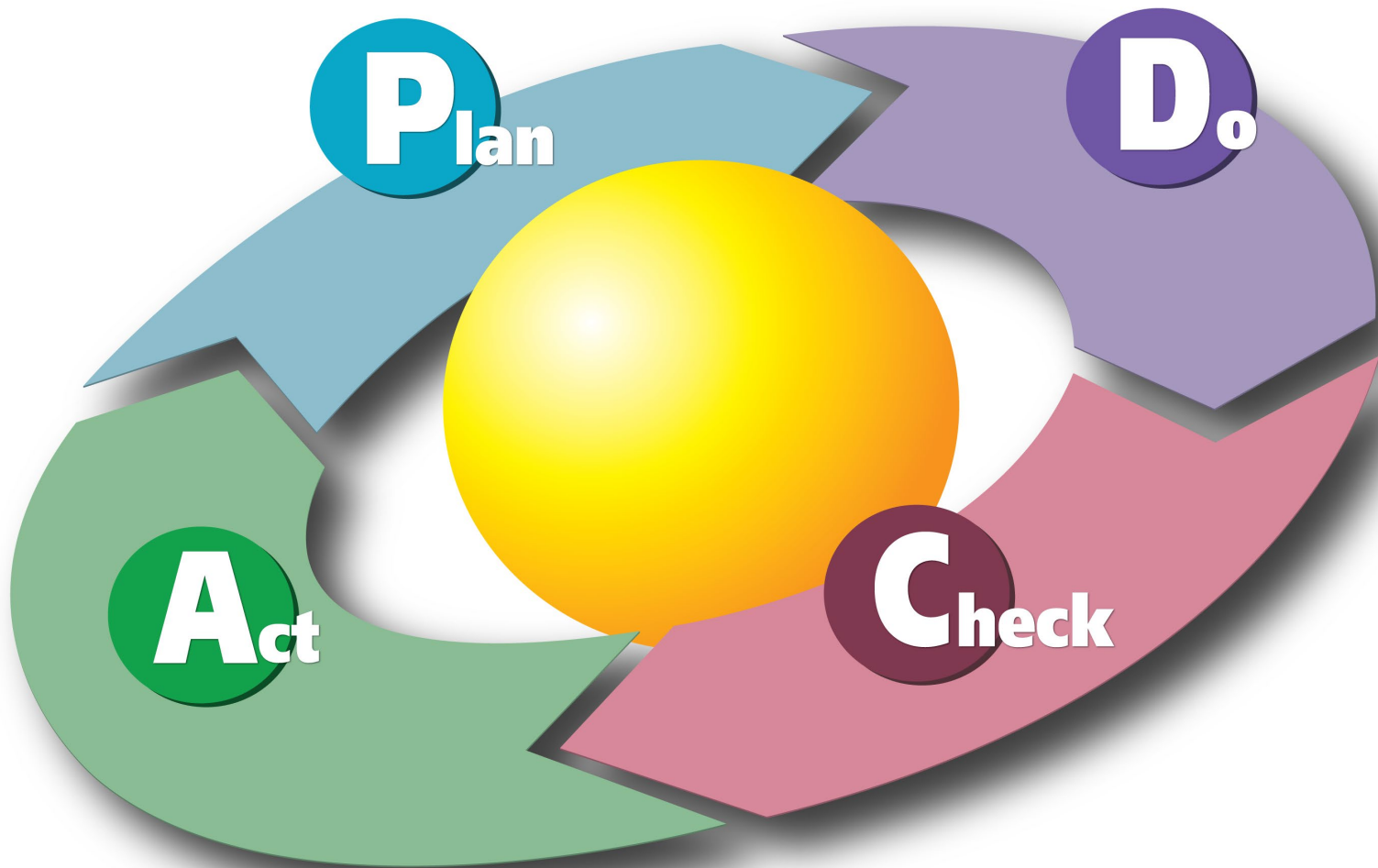
CONCEPTS AND STRATEGIES FOR A STRONG CQI SYSTEM

1. **Problem solving is a process.** The phases of that process are defined by the Plan-Do-Study-Act process and the claims composing a Theory of Change.

2. **The problem solving process demands evidence at every phase**—getting it, interpreting it, and applying it to action.

3. **Evidence-based decision making is a behavior**. If you want people to do more of it, you need to boost their capability, motivation, and opportunity.

4. **Boosting staff's capability, motivation, and opportunity for evidence-based decision requires investments.** This is what we mean by capacity building.
   - Capability = human capital, training, skill development
   - Motivation = culture, incentives, intrinsic/extrinsic
   - Opportunity = tangible assets and the cultural milieu

"A STRONG CQI SYSTEM"…

"A CQI system is a coherent set of structures, functions, policies, and procedures that facilitate the CQI process. It is the interactive collection of agency departments, oversight procedures, data collection and analytic tools, reporting protocols, feedback mechanisms, and overarching agency culture that enable staff in various roles to conduct CQI activities. In other words, a CQI system is the supportive context inside which the CQI process runs."
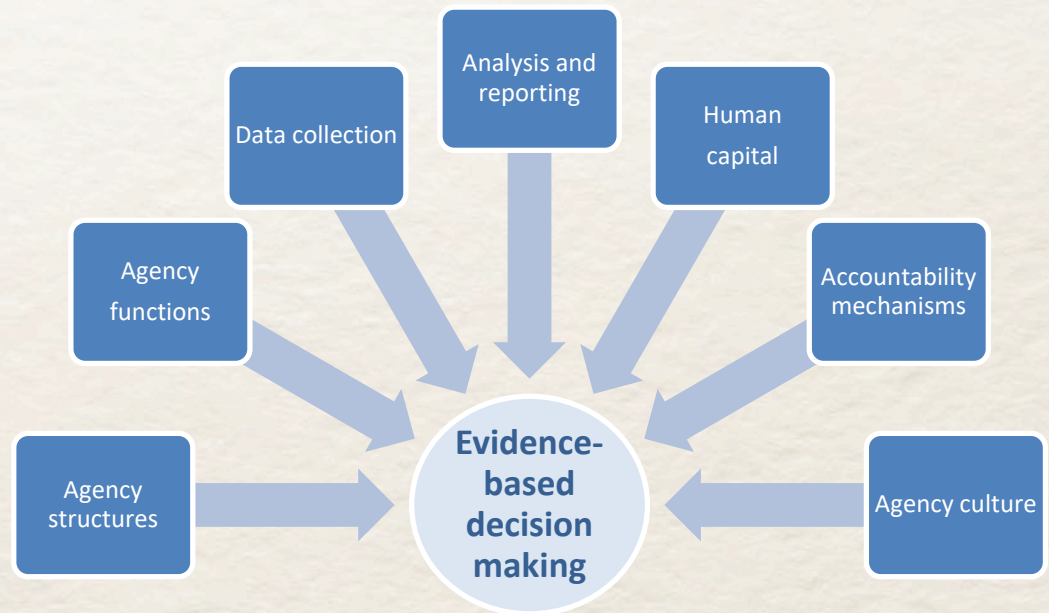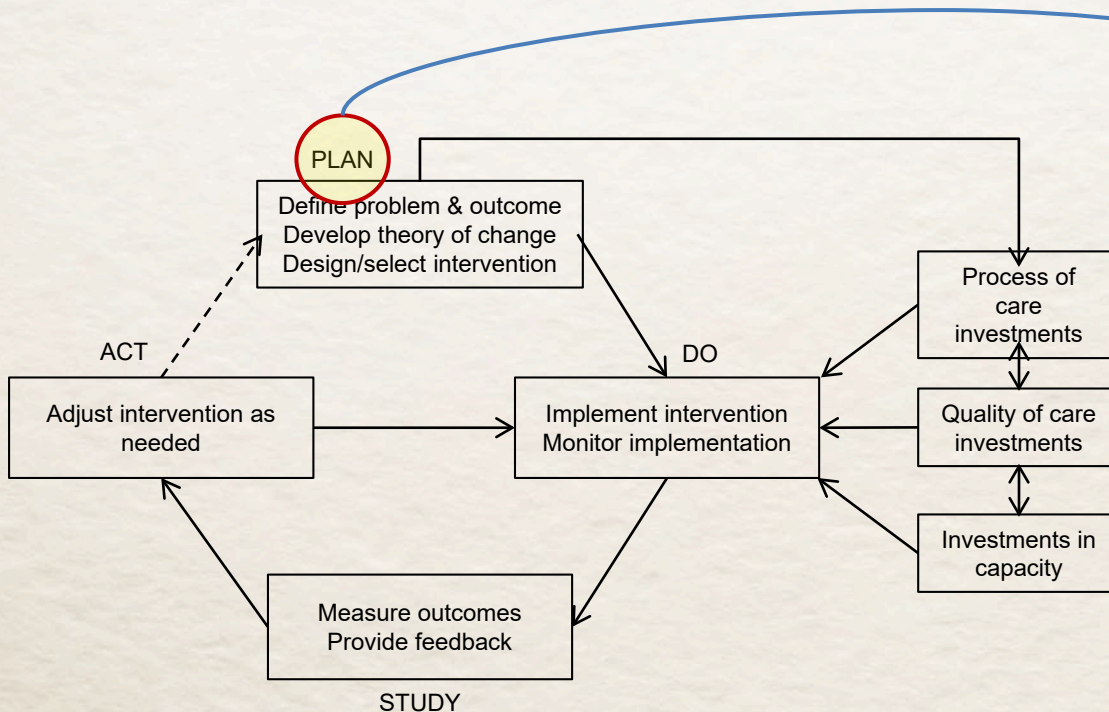
Wulczyn, F., Alpert, L., Orlebeke, B., & Haight, J. (2014). Principles, language, and shared meaning: Toward a common understanding of CQI in child welfare. The Center for State Child Welfare Data: Chicago, IL, USA.

POLLING QUESTION

Problem solving is a process.

EVIDENCE-BASED DECISION MAKING

I observe [**some outcome that I want to improve**].

I think it's because [**of this reason**].

So I plan to [**implement this intervention**],

which I think will result in [**an improved outcome**].

The problem solving process demands evidence use at every phase.

WHAT DOES IT MEAN TO USE EVIDENCE?

Evidence supports your PLAN

- Points to the outcomes that need improvement

- Supports/refutes) your hypothesis about what's driving the outcome

- Informs the selection of matched interventions

Later on in the cycle of CQI, evidence

- Gives you information about whether you're implementing your intervention according to plan

- Tells you whether your intervention was effective

- Informs your decisions about what to do in light of those results

I observe that…   *How do you know? EVIDENCE.*

I think it's because…   *How do you know? EVIDENCE.*

**So I plan to…
which I think will result in…**   *How do you know? EVIDENCE.*

DO   *How do you know? EVIDENCE.*

STUDY   *How do you know? EVIDENCE.*

ACT   *How do you know? EVIDENCE.*

WHAT DOES IT MEAN TO USE EVIDENCE?

Generate   Pose a question and analyze quantitative or qualitative data in order to answer it.

Acquire   Access evidence generated by someone else.

**Process**   Make meaning of analytic results. Interpret the findings.

Apply   Take what you learn and use that evidence to support a claim, decision, or course of action.

Evidence-based decision making is a behavior.

IMPROVING EVIDENCE USE IS A BEHAVIORAL CHALLENGE

Evidence use is a **behavior.** If you want people to do it well, more often, and at the right time, boost their **capability**, **motivation**, and **opportunity** to do it.
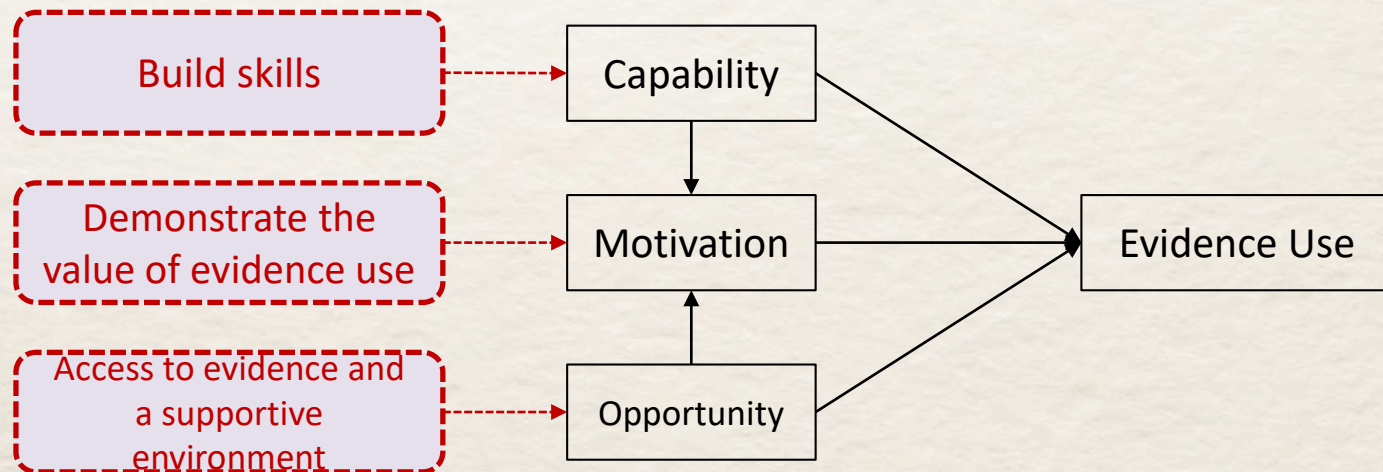
Michie, S., Van Stralen, M. M., & West, R. (2011). The behaviour change wheel: a new method for characterising and designing behaviour change interventions. *Implementation science*, *6*(1), 42.

OPPORTUNITY: TANGIBLE RESOURCES

Databases
- Does your organization have access to the databases it needs in order to generate evidence? (i.e., to answer questions about performance)

Access to evidence
- Do decision makers at your organization have access to evidence they need?
  - Do they have access to analysts?
  - Does the agency disseminate evidence on which they want decision makers to reflect?

Making the TIME for evidence use
- Evidence-based decision making is not quick work. PDSA is front-loaded heavily in the Plan phase.

SOP AND CQI

- How do you know if Social Workers have integrated SOP skills and strategies into their practice?

- How do you know the level of accomplishment or depth of their skill level?

- Are families engaged and are we seeing improved outcomes?

CQI AND FIDELITY OF SOP POLLING QUESTIONS

How do you know the depth and rigor of SOP in your agency?

PROGRESSIVE Depth of Knowledge

Alignment of Taxonomies

Bloom's Taxonomy of Cognitive Domain	Bloom's Taxonomy Cognitive Domain Revised	Webb's Depth of Knowledge
Knowledge	Remembering	**Level One** Recall and Reproduction
Comprehension	Understanding	**Level Two** Skills and Concepts
Application	Applying	
Analysis	Analyzing	**Level Three** Strategic Thinking
Synthesis	Evaluating	**Level Four** Extended Thinking
Evaluation	Creating	

KNOW

THINK

DO

SOP TOOLS FOR FIDELITY

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CASE REVIEW TOOL

The purpose of the SOP Case Review Tool is to offer a rich and detailed picture of what SOP implementation and impacts look like for a particular county. The tool evaluates key elements of Safety Organized Practice in three areas: *Engagement/Involvement, Critical Thinking and Increased Safety*.

The SOP Case Review Tool consists of both an interview process and case file review. The brief interview with the caseworker is intended to offer the opportunity to obtain additional information related to the frequency, consistency and skill level of the worker's use of SOP in the specific referral or case as well as generally in their child welfare practice.

EXAMPLES OF FINDINGS

- Documentation does not match interview information about practice

- Inconsistent use of Harm and Danger Statements

- Lack of Behavioral Based Case Plans

- Use of SDM demonstrated but not always used correctly

- The supervisor impacts social workers use and depth of SOP with families
  - Reported both by social workers and supervisor interviews

SUPERVISORY FIDELITY CHECKLIST

Principles of Safety Organized Practice—Supervisor Checklist

Practice Model Summary

Safety Organized Practice (SOP) is a collaborative child welfare practice approach that aims to build and strengthen partnerships within a family and involve the informal support networks of friends, family and the agency. SOP uses strategies and techniques that align with the belief that a child and his or her family are the central focus and that the partnership exists in an effort to find solutions that ensure safety, permanency, and well-being for children.

Revised: October 17, 2017. Developed by California's *Safety Organized Practice Backbone Evaluation Sub-Committee.* For more information, contact Susan Brooks at sbrooks@ucdavis.edu.

EXAMPLE OF FINDINGS

- Self assessment of skill not consistent with supervisors assessment of skills
- Use of solution focused questions primarily an emerging skill level
- Lack of skill in developing behavioral based statements
- Strong skills in identifying networks of support

FAMILY SURVEYS

RED TEAM FIDELITY CHECKLIST

The purpose of this review is to aid in establishing an ongoing Intake Continuous Quality Improvement process that fosters a learning environment providing continuous feedback for practitioners/participants so that they may continue to ensure the safety and well-being of children and families. This survey should take approximately 20 minutes to complete.

OTHER SOP CQI TOOLS AND STRATEGIES

ACT: HOW ARE YOU WORKING TO IMPROVE SOP PRACTICE IN YOUR AGENCY?
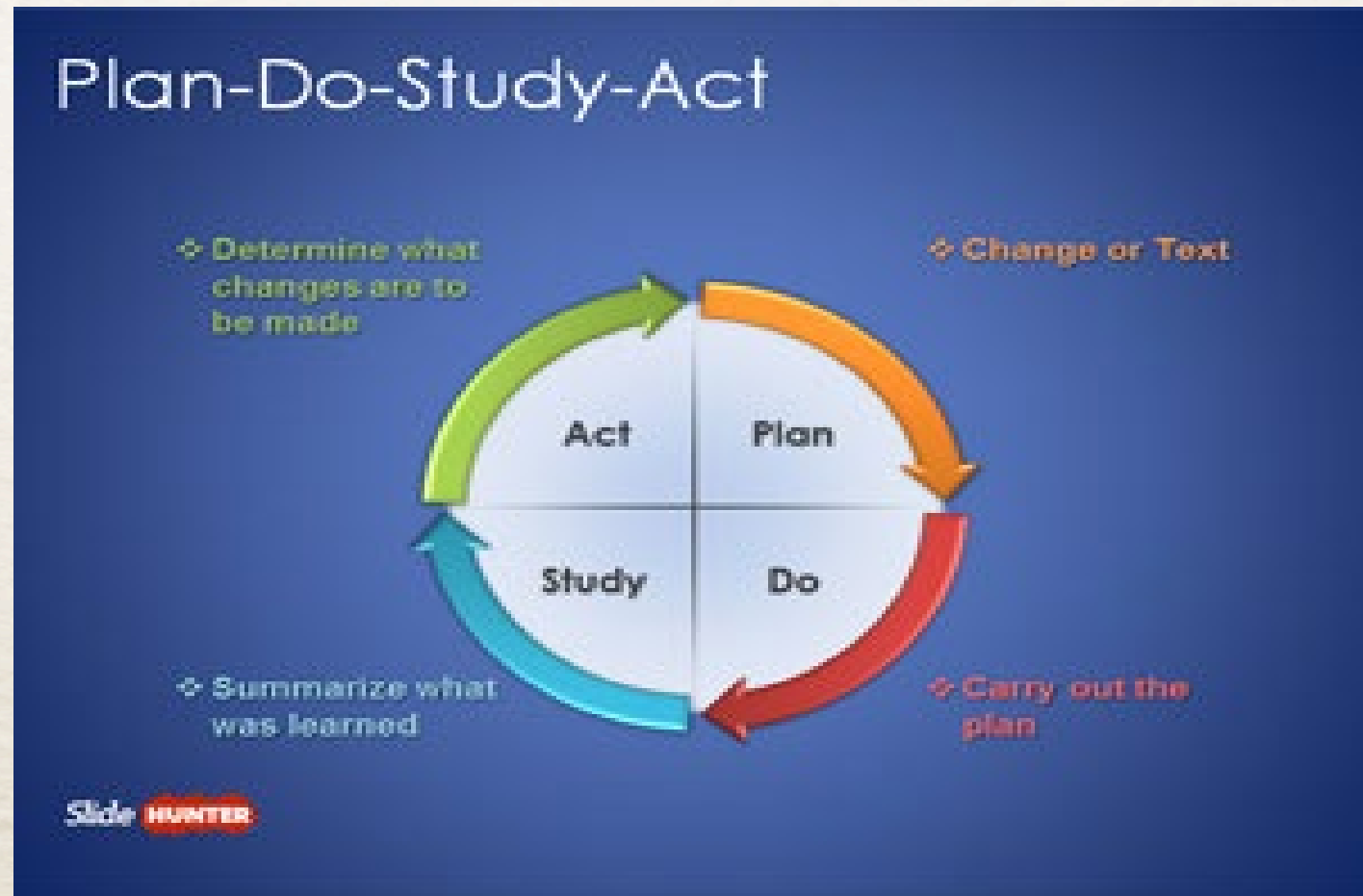
IDEAS: COACHING

SHORT LEARNING/SKILL SESSIONS

OTHER IDEAS/STRATEGIES