

Evidence to Action: Capital Health, Public Health's Evidence Gathering and Analysis Process (EGAP)



Presenter:

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Objectives:

- Share Capital Health, Public Health's journey in evidence informed decision making through story.
- Provide an overview of the Evidence Gathering and Analysis Process (EGAP).



Background: What is Evidence Informed Decision Making in Public Health?



Source-NCCMT
www.nccmt.ca



Background: Why should PH engage in EIDM?

A public health practitioner is able to ...

Public Health Sciences

- 1.3 Apply the public health sciences to practice.
- 1.4 Use evidence and research to inform health policies and programs.

Program Planning, Implementation and Evaluation

- 3.1 Describe selected policy and program options to address a specific public health issue.
- 3.2 Describe the implications of each option, especially as they apply to the determinants of health and recommend or decide on a course of action.
- 3.3 Develop a plan to implement a course of action taking into account relevant evidence, legislation, emergency planning procedures, regulations and policies.





Background: Why should PH engage in EIDM?

“Public Health will: conduct assessments and seek understanding on the health of the population emphasizing:

•Understanding the evidence and best/promising practices for influencing supportive environments”

-Protocol Expectations
Working Copy Release 0.1.
Pg 41.



To what extent is PH engaging in EIDM?

“The use of research evidence to underpin public health policy is strongly promoted... However, its implementation has not been straightforward.”

Reference: Orton L, Lloyd-Williams F, Taylor-Robinson D, O'Flaherty M, Capewell S (2011) The Use of Research Evidence in Public Health Decision Making Processes: Systematic Review. PLoS ONE 6(7): e21704. doi:10.1371/journal.pone.0021704

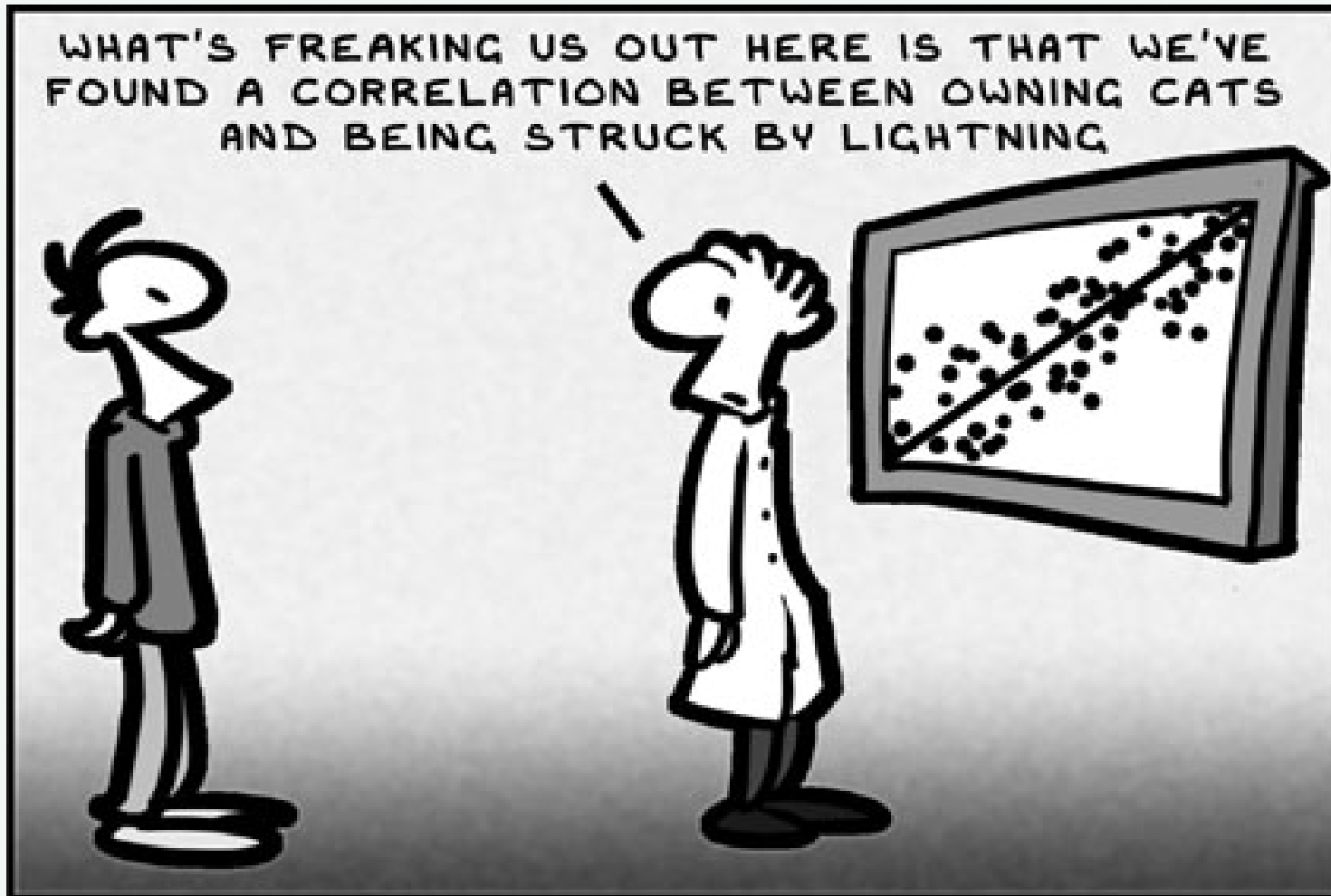


Where's the evidence?

Our Story...



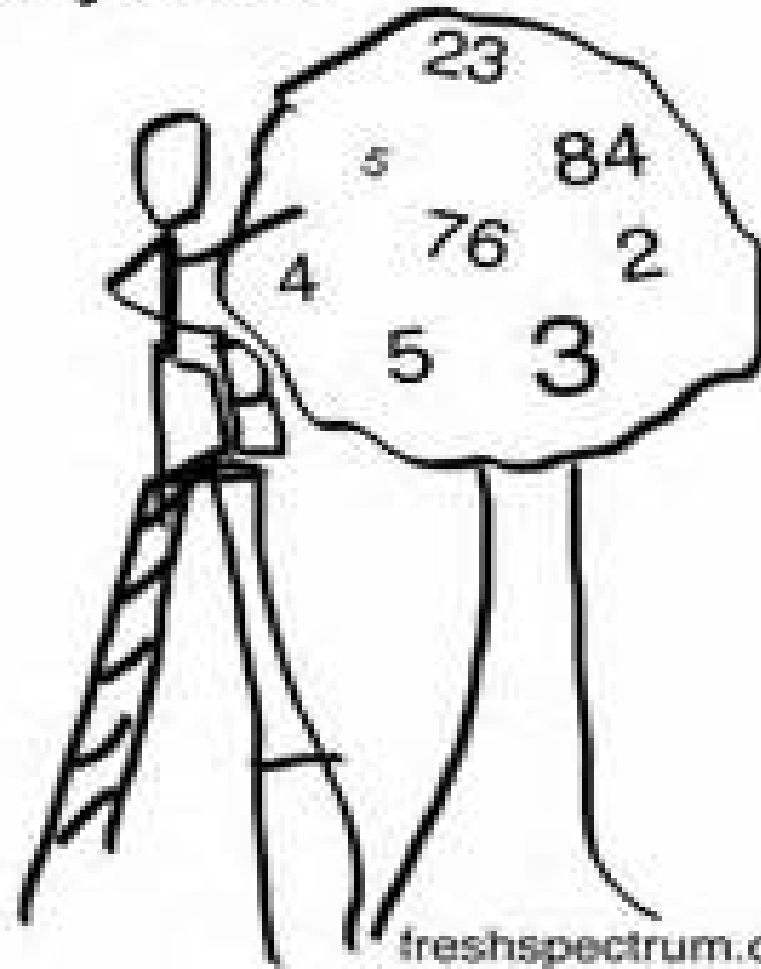
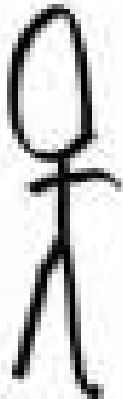
Practice Realities





This is not data analysis...

Try to grab that 84,
it would look really
good in our report



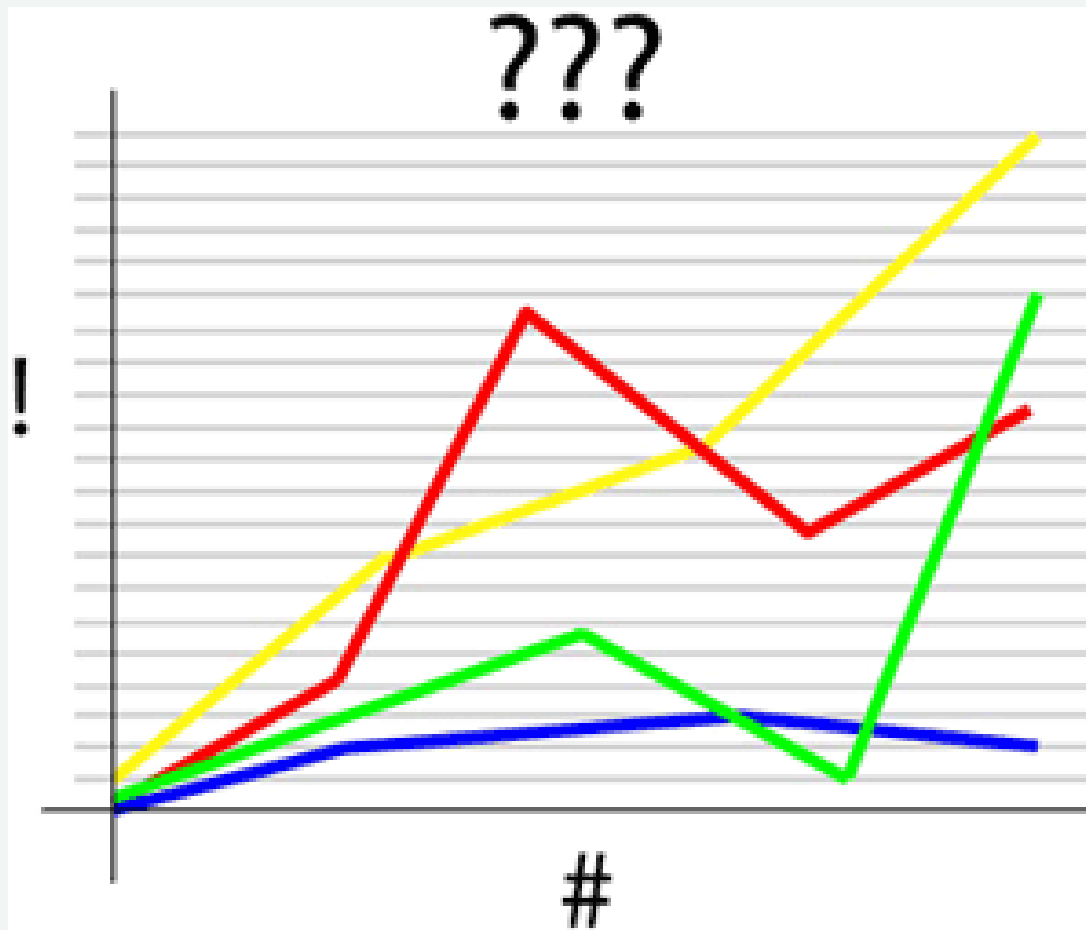


Practice Realities





Practice Realities





Practice Realities



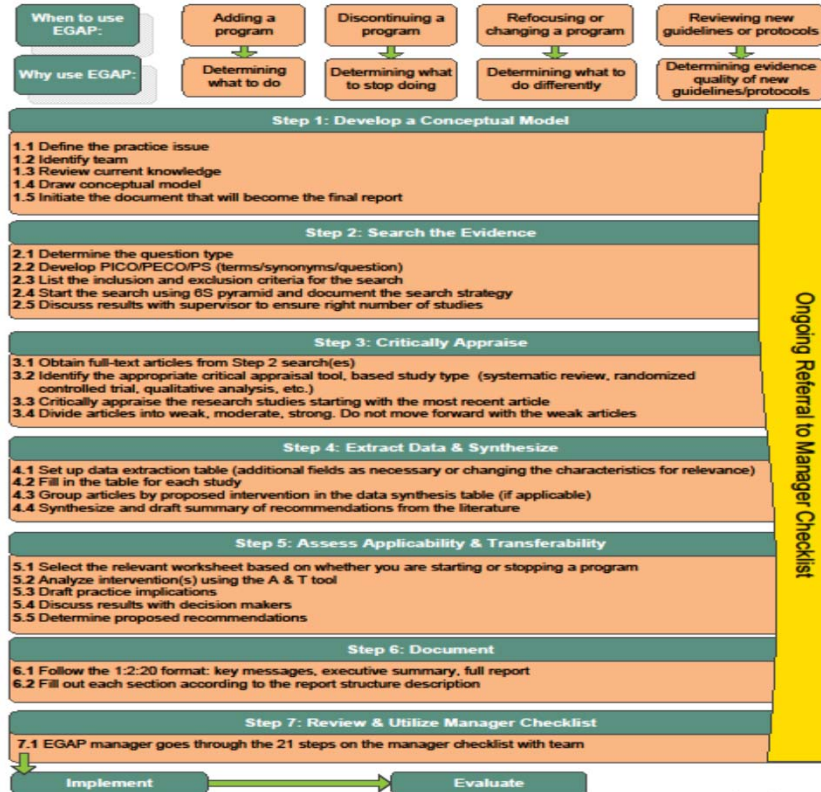


What we did?

- Phase 1 Designed a process
- Phase 2 Developed tools and supports
- Phase 3 Outlined roles, responsibilities and accountabilities
- Phase 4 Test the process



The EGAP Process



Ongoing Referral to Manager Checklist

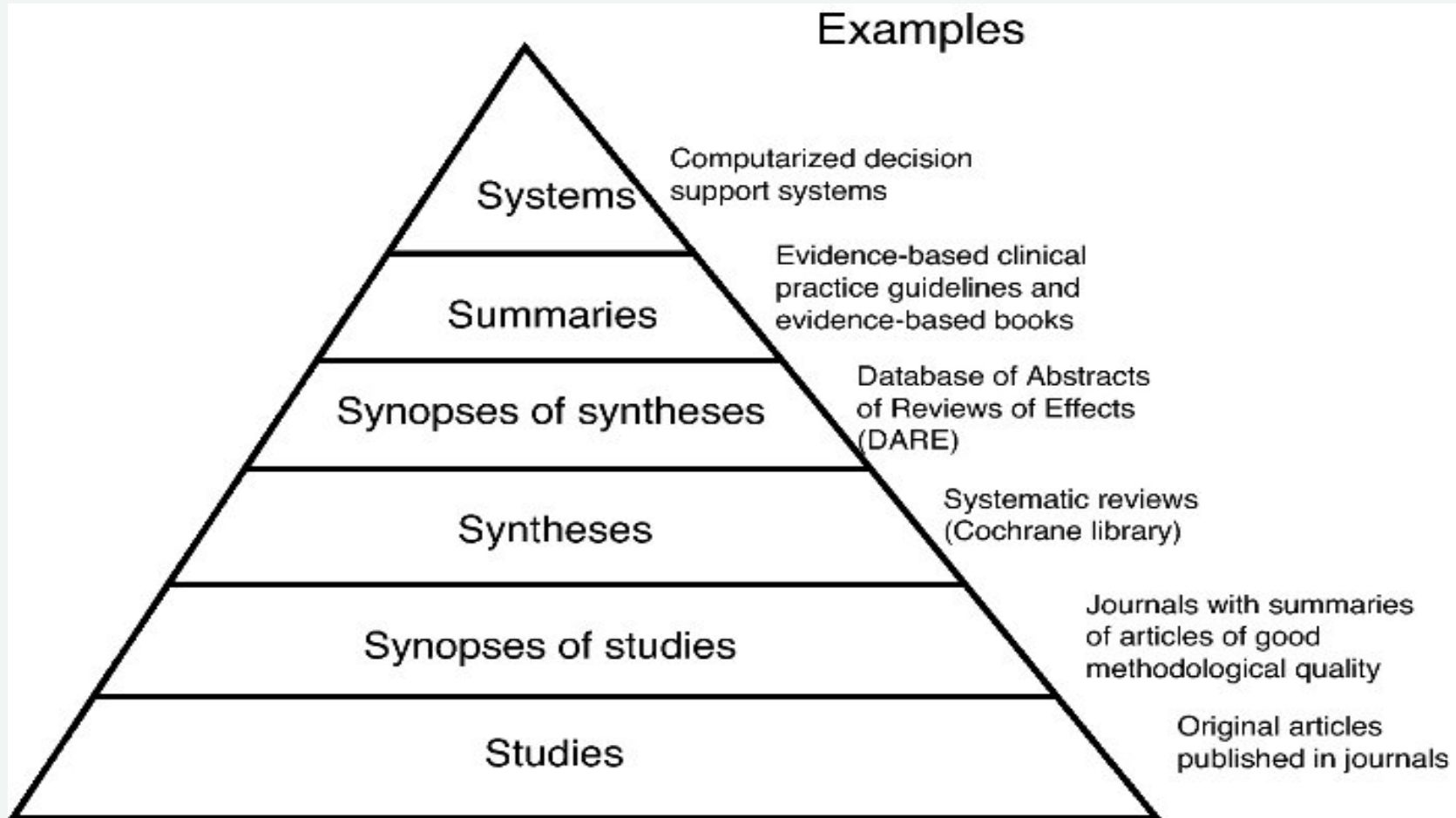


Purpose

The EGAP is a systematic, reproducible and transparent process designed to support the evidence-informed decision-making needs of Capital Health, Public Health. EGAP is designed to be carried out more quickly, systematically and purposefully than a literature review, in order to have the best available evidence to inform decisions about practice, programming and policy making.



Systematic & Efficient





Reproducible & Transparent

<http://libguides.cdha.nshealth.ca/PublicHealth-EGAP>



Roles and Responsibilities- Partnership

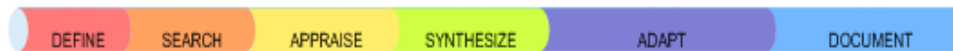
Capital Health Librarian Educator & Librarians

- Reduced duplication
- Librarian performs search based on inclusion, exclusion and PICO/PECO/PS question developed by PH specialist
- Library staff use the EGAP site-they know our process and their role in it.



Roles and Responsibilities

Evidence Gathering and Analysis (EGAP) TASKS



Secondary (S): Provides task support to complete the step
 Approval (A): Provides approval before next step can be taken
 Guidance (G): Provides support on how to complete the step, identifies tools, products
 Involvement (I): Becomes involved as appropriate & relevant to roles & responsibilities

	EGAP MOH	Director	EGAP Manager	EGAP Specialist	Knowledge Broker (KB)
STEP 1					
1.1 Identify the public health or practice issues: Front-line staff, teams, or management bring forward health issues, population needs, gaps in practice, or new ideas.	I	I	I	I	
1.1a. Determine if this question has been investigated in another high quality rapid review (Peel, Durham)			P	P	
1.2. Receive approve rapid review question: Director & Dr. Watson Creed approve the practice issue as appropriate & feasible for a rapid review. Contact Dr. Watson Creed's AA to setup all RR meetings with Dr. Watson Creed & KB.	A	A	I	I	
1.2a. Receive approval for dedication of UCU and EGAP Managers, EGAP MOH, Director and team's time to investigate the practice question.	A	A	P	P	
1.3. Confirm practice question (plain language) and review current knowledge: RR team meets with Dr. Watson Creed & KB to identify the public health issue 'on the table' & the contextual influencing factors.	A	A	P	P	G
1.3a. Begin change management: Meet with _____ to consider the impact of potential practice changes on relevant staff. Engage in dialogue, reframe work, & clarify roles.	G	G	P		
1.4. Develop Conceptual Model: Illustrate the practice issue using a model, if appropriate.			A	P	
1.5. Initiate the document that will become the final report.			P	P	
STEP 2					
2.1 Determine the question type: Identify elements of a searchable question.			A	P	G
2.2 Develop the PICO/PECO/PS terms					
2.3 List inclusion and exclusion criteria for the search			I	P	G
2.4. Develop search strategy: In consultation with the librarian.				S	G
2.5. Conduct search, apply relevance criteria & discuss results with the EGAP Manager and Specialist: Search			A	P	G



How we did it-EGAP Timeline

Dec 2012

EIDM mentorship
with Peel PH

Feb/ March 2013

Focus Groups post
PHSR lit review
informs need

May 2013

EIDM Workshop
@ McMaster-
established
networks

-Health Evidence

-Peel

-Durham



How we did it-EGAP timeline (con't)

June 2013

Project Charter
Proposed process
adapting
Peel/Durham PH,
HE and NCCMT
processes

August 2013

Completed process
and website
Propose 2nd stage-
Roles and
Accountability
Framework and
training

October 2013

Draft an
Accountability
roadmap
Define a practice
question

Nov 2013-Mar 2014

Test process and
accountability
framework
experientially



Lessons Learned

- A clear process supports engagement and meaningful collaboration
- Accountability framework supports focus and guides the decision to dedicate resources
- Resource intensive
- Mentors are essential

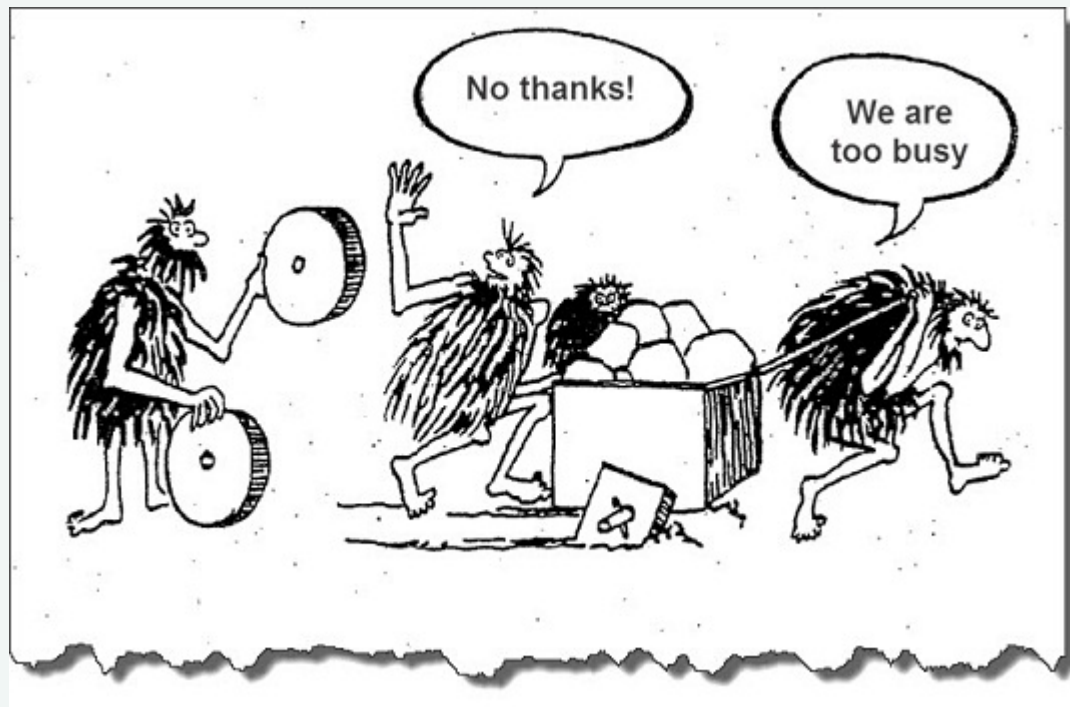


Lessons Learned





Lessons Learned





Next Steps

- Revise the process based on what we learn by testing it.
- Train health promotion staff in supporting the process.



Questions?