

Evaluation and Organizational Learning

Primary Reference

- *Emergency Management Principles and Practices for Healthcare Systems*, The Institute for Crisis, Disaster and Risk Management (ICDRM) at the George Washington University (GWU) for the Veterans Health Administration, Department of Veterans Affairs (VA), Washington, DC, June, 2006. Available at www.va.gov/emshg

Lesson Objectives

- Explain the difference between summative and formative evaluation as they relate to an emergency management program.
- Identify some program-level and EOP-level evaluation targets, methods and opportunities.
- Describe the steps in the AAR process.
- Discuss the role of the emergency management committee with respect to organizational learning.

Key Terms 1

- Summative evaluation – is conducted for accountability - providing a “grade.”
- Formative evaluation – is conducted for organizational learning – providing feedback for positive change.
- Organizational learning – uses a defined process to effectively and permanently incorporate change.

Program-level Evaluation Targets

- Progress towards annual goals and objectives.
- Cost of mitigation or preparedness projects and actual/perceived benefits.
- Adequacy or completeness of the HVA.
- Inclusiveness of planning process, participation in planning meetings.
- Numbers of trained employees.

Program-level Evaluation Methods

- Self-assessment
- Observation
- Document review
- Interviews
- Survey
- Tests
- Equipment trials

Discussion Question:

- *What are some experiences and recommendations for conducting annual program reviews?*

EOP-level Evaluation Targets

- Currency of contact information.
- Timeliness and completeness of notifications.
- Knowledge of roles, responsibilities and reporting location.
- Ability to perform assigned tasks.
- Readiness of equipment and supply caches.
- Gaps in coordination and/or cooperation.

EOP-level Evaluation Methods

- Actual events, “proxy” events and exercises.
- Exercise evaluation forms should be designed using performance objectives. Evaluators note comments based on observations.
- After Action Report (AAR) process – a focused, post-incident or post-exercise activity to capture objective observations, both positive as well as negative, related to response system performance. Its product is commonly referred to as “lessons learned.”

AAR Process

- Documentation of the type and extent of response/recovery activities involved an exercise or real event.
- Identifying performance successes and weaknesses.
- Analyzing findings to determine whether the source is policy, procedure, training or equipment.
- Developing recommendations for corrective action.

Role of the Emergency Management Committee (EMC)

- Organizational learning is the primary objective of the EMC.
- Establishes the policy, procedures and standardized process.
- Assigns responsibilities to a task group.
- Monitors progress; reviews, approves and funds recommendations.

EFFECTIVE PROGRAM

100%

ENTIRE HOSPITAL HAS BEEN INVOLVED & IS READY

Lives Will Be Saved !

"Window of Opportunity"

HEALTH CARE FACILITY PROGRAM EVALUATION

JCAHO EPC

Is my hospital prepared for disaster?

Who's in charge?

How can I make a difference?

INEFFECTIVE PROGRAM

0%

MOST EMERGENCY MANAGEMENT END PRODUCTS DONE IN A "VACUUM" ALL STAFF NOT INVOLVED, NO LINKAGE TO THE COMMUNITY.

Lives Will Be Lost !

Stoffel

Discussion Questions:

- *In your experience, how are recommendations for corrective actions incorporated back into the program?*

Questions?