Developing Productive Research Collaborations with Organizations

For educational use, as part of a UW-Madison ICTR short course

Organizational Assessment Improvement Framework[1]

Health System Level	Change Domain				
	Goals and Strategies	Culture	Structure of Learning	People, Workflow, and Care Processes	Technology
Environment					
Organization					
Microsystem					
Patients and caregiver					

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PART 1 – PRE-FUNDING Organizational Considerations

Case Study Part 1:

You are planning to submit a proposal to study the role of group visits in managing diabetes in adult primary care patients with chronically high HgbA1c levels over the past 2 years. Your study design envisions having a control group of patients who receive usual care (individual visits with a provider every three months with possible referrals to a diabetes educator) and a second comparison group (meeting as a group every three months with a medical assistant, provider and diabetes educator for one year). For 2 years from the intervention start you will measure patient outcomes (e.g. perceived efficacy in diabetes self-management, adherence with diabetes lab testing and control of diabetes) and clinical provider/staff outcomes (e.g. joy in practice, turnover, teamness).

Given different challenges that may exist for rural and urban patients, you would like to recruit eight clinic sites, half located in a major metropolitan area and half in a rural health system. To facilitate data collection, all participant clinics will need to be on the same Electronic Health Record (EHR).

You are excited that the largest system in your own area We Are Health (WAH) has declared itself a Learning Health System, signaling an increasing interest in research. You decide to engage in a rapid organizational assessment in preparation for approaching this system. You have two initial contacts: 1) a neighbor who is a primary care clinician working for WAH and willing to talk to you about the way care is delivered, and 2) a representative from a rural health system available to meet with because of a relationship with your CTSA.

Using the organizational assessment improvement framework tool as a guide:

- Break into groups of 2-3
- Select either the urban or the rural health system
- Coordinate with others at your table to have the other system represented
- Come up with questions that you might ask the above contacts to explore the change domains regarding the Organization and Microsystem (team) levels
- Discuss your ideas with the table

PART 2: POST FUNDING – Stakeholder Engagement Considerations

Case Study Part 2:

Congratulations, you received the funding! But what a difference 18 months makes. As you begin to implement the project, you dust off your list of contacts and learn that there have been a few changes. Your leadership sponsor at WAH has changed jobs and now works at Wellness First. You learn confidentially that her departure was based largely on the current direction outlined by the new CEO – someone who is new to your community. Luckily, the identified champions at the eight clinic sites are still in place (4 at WAH and 4 at the rural system), and the change in the EHR system is only a quiet rumor. With this in mind, you turn to a mapping exercise to consider the project's key stakeholders and how to engage them as the project progresses.

Brainstorm and Categorize possible stakeholders

To evaluate how to effectively engage key stakeholders, categorize possible stakeholders by: (1) who has an effect on (affecting) the research and who is affected by it: (2) their level of interest and influence, and (3) how critical they are to the project's success. [2]

Affecting:	Can they influence the research?
Affected:	Does the research have a high or low impact on them?
Level of interest:	What priority and importance do they attach to the project's topic?
Level of influence:	What resources and power they can bring to the issue?
Critical to Success:	How critical are they to ensuring the research project's success?

Possible Stakeholders for Project	Affecting	Degree Affected (Low, High)	Level of interest/ Commitment (Low, High)	Level of influence (Low, High)	Critical to Success (Low, High)
EXAMPLE: Health System CEO	X		L	H	H

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Using a Power- Interest Grid,[3] further evaluate possible stakeholders to determine your engagement and communication strategy

H I G H **i n t e n s i t y** **L O W**	**Keep Satisfied(2) = Dependent on Stakeholder Specific Needs**	**Manage Closely (1) = Deep Engagement**
		EXAMPLE: Health System CEO
	Monitor (4) = Reconsider as Research Progresses	**Keep Informed (3) = Send Routine Updates**
	LOW _____**power**_____**HIGH**	

NOTES:

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1. Adapted from: Kraft S, Caplan W, Trowbridge E, Davis S, Berkson S, Kamnetz S, Pandhi N. "Building the learning health system: describing an organizational infrastructure to support continuous learning." *Learning Health Sys*; 2017,1:e10034.
2. Reed, M. S., et. al. (2009). Who's in and why? A typology of stakeholder analysis methods for natural resource management. *Journal of environmental management*, *90*(5), 1933-1949.
3. Pandi-Perumal, S. R., et. al.(2015). Project Stakeholder Management in the Clinical Research Environment: How to Do it Right. *Frontiers in psychiatry*, *6*.