

## **AMCHP 2008 ANNUAL CONFERENCE**

**WE ARE MAKING A DIFFERENCE:**

**LEADERSHIP, INNOVATION AND INVESTMENT IN  
MATERNAL AND CHILD HEALTH**

**Iowa's Maternal and Child Health Data Capacity Assessment Project**

March 1st to 5th, 2008

LUCIA DHOOGHE: The simple process SPSS and like easy for you to say. You two over there in the corner. I know how to do that stuff, but you know, what makes sense to me is look at the number crunches, and what, what are, what are the crunches show you, and then decide on an area of focus. You have to sort of pick one. I mean you're going to find probably many areas that could be concentrated on in the next whatever time period.

For us, as you saw in, when Debbie gave you the results, there where two things that popped up. One was that people said, we need to know more about doing surveillance and we need to know more about doing survey, about survey design. Now, so what we need to do in order to have us make a difference at all to any of our families and children across Iowa, is we need to try to build that, build up those areas of weakness.

So the important parts here are, are to make a plan and a time line and follow through. We've started that process last week by taking the results of these very

same slides to our disk and data team meetings, that met us last week and we've gather all sorts of input from the, from the very wise people in those groups. Some of, many of whom are participants in the survey saying, tell us about what you need for surveillance?

What would that mean? Tell us about what you need for survey design? What does it mean to you? And now we're getting to process all of their feedback about those needs and then we'll make a plan in a time line for the next year. With the SSTI funding to move forward. I don't know yet what that'll look like but it'll be very definite step by step. Because if we don't do that then what was the point of even doing the survey in '07? But the other area in terms of the so what, that's so important to us, is building that participant capacity.

And as Breana Lipscomb mentioned you know, she, as an interviewer, she learned a lot. As managers of all these, Debbie and I learned a lot, but the interviewees learned a lot as a process goes along and especially as it's replicated over the years. You know they learned as they answer questions and as they ask questions of the interview, interviewer. Learned as they received the feedback and now they receive feedback from us last week at their meetings.

And now they'll learn as they participate in the follow through. So, really they learned through the whole process. We've really seen that in Iowa. We, you know, I always tell people that we sort of believe in building data capacity with

the grass roots effort. And it's sort of individual by individual and by individual and that Hope shall never know I was talking about? But the social worker that runs the program, you know, we, you know we see in her even early on in her role as a manager of this program that she is learning about data.

Uh hmm, and she'll continue to learn through this process, and that's really, really important. So, we've told everything that we did and why. And now you can do it 'cause we gave you the step by step. Are there any questions? You've been a great group. Yeah.

UNKNOWN SPEAKER: I've got two.

LUCIA DHOOGHE: Yes.

UNKNOWN SPEAKER: How knowledgeable did you feel you had to be about these 14 data bases, when you went into start doing the surveys 'cause I imagine you asked them questions and people will say, what do you mean? Did you have to explain why some of these data bases work? 'Cause I think, sometime program managers may not be all that knowledgeable about, was actually a no. And the other one is..

LUCIA DHOOGHE: Can I take your first question first so I can repeat it? So the first question was, how knowledgeable did we need to be about the individual data

bases before we started asking, asking the questions? Do you want to answer that Breana Lipscomb? You're look like you're getting up.

BREANA LIPSCOMB: Well, I wouldn't say that you would necessarily have to be too knowledgeable because as I've mentioned it was a learning aspect for me as well. So, I had an overall idea of what each program was about and what they did. But this also goes with the part when I was saying when you're selecting data base, that last question you have to ask is, who do you ask these questions? Because really they're the ones telling you about the data base.

And in some cases, you may have to get two people together. So, it may not just be one person that's working with that program on that data base that knows all of the answers. So, that kind of goes with it, but as the interviewer, I really didn't know the answer to any of these questions really. So, it's their job to give you the information.

LUCIA DHOOGHE: Thanks, Breana Lipscomb. And I want to add to that, that as an interviewer you need to be very knowledgeable about what you're trying to find out, what sort of like, what are you asking? 'Cause they don't know how to think about data in that way. So, your second? Oh, Debbie.

DEBRA KANE: We had a long discussion in 2005, about what do we mean by a survey? What do we mean by a surveillance? So, for ourselves we really had to

go through and be sure that we defined all of the variables too. So, when people said, well, what do you mean by that? We don't know what we meant too. So that was a learning process too. Even if we didn't know the specifically about the data base, we actually know that we knew what we meant by linkage and we, I think we could have more discussion about what we mean by linkage. So, that discussion is on going.

LUCIA DHOOGHE: Very good. Thank you.

BREANA LIPSCOMB: And I think, uh hmm, and I think as you look through the toll, we really tried hard to define a lot of the concepts that we are asking them about. And if you think that in doing your own assessment, there are any particular areas that they may be unsure of, I do encourage you go ahead and put that in your tool. Because for me, it was almost like a guide, the tool was almost like a script for me. Going through doing it, so, I was able to say, okay we're going now to ask you questions about staff capability and what we mean by that is, etcetera. And so, you may have go through and do that if you're unsure if you're program managers or database managers would be unsure of the times you're using.

LUCIA DHOOGHE: And your second question.

UNKNOWN SPEAKER: Uh hmm, just 'cause you mentioned link and I've got a little experience with that. When you've started to talking about linking, was there any discussion about confidentiality? Or was that ever part of the discussion?

LUCIA DHOOGHE: Okay, so the question is, whether, uh, whether there were any discussion about confidentiality in terms of linking? And Debbie has sort of responded that, when we talked about parameter, talked about parameter used, we asked the folks who are their defined, defined parameters use with the people that see your data and in often then we had, they, you know, want to know what did we mean, well, what we mean is if somebody has access to your data, are there parameters within which they have to function or are their confidentiality and security and privacy issues to deal with. So, yes. It kind of entered the global parameter, parameter use concept. Yeah.

BREANA LIPSCOMB: It's very interesting that you bring that up though because I don't believe that our WIC data base was linked. But in the potential youth section, the majority of our programs desired a linkage with WIC so, where we go from there? I'm not really sure? But that is one of the most requested linkages in the department was to link, link with WIC so.

