

# An Application and Proposed Expanded Use of the Levels of Institutionalization (LoIn) Scales to Increase Institutionalization

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# Presenters

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# Objectives

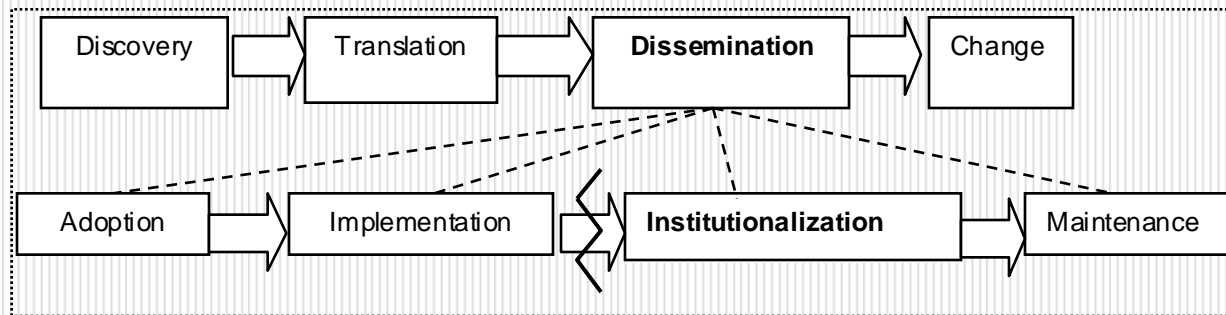
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- Illustrate the breakdown in the dissemination process with regard to the institutionalization of an intervention
- Propose an improvement in the conceptualization of the dissemination process to increase the potential for institutionalization

# The Conceptualization of Translation and Dissemination

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**Figure 1. Pathway of translation and dissemination represented by a breakdown occurring between implementation and institutionalization\***



\*Adapted from Brownson RC, Kreuter MW, Arrington BA, True WR. Translating scientific discoveries into public health action: how can schools of public health move us forward? *Public Health Rep.* Jan-Feb 2006;121(1):97-103

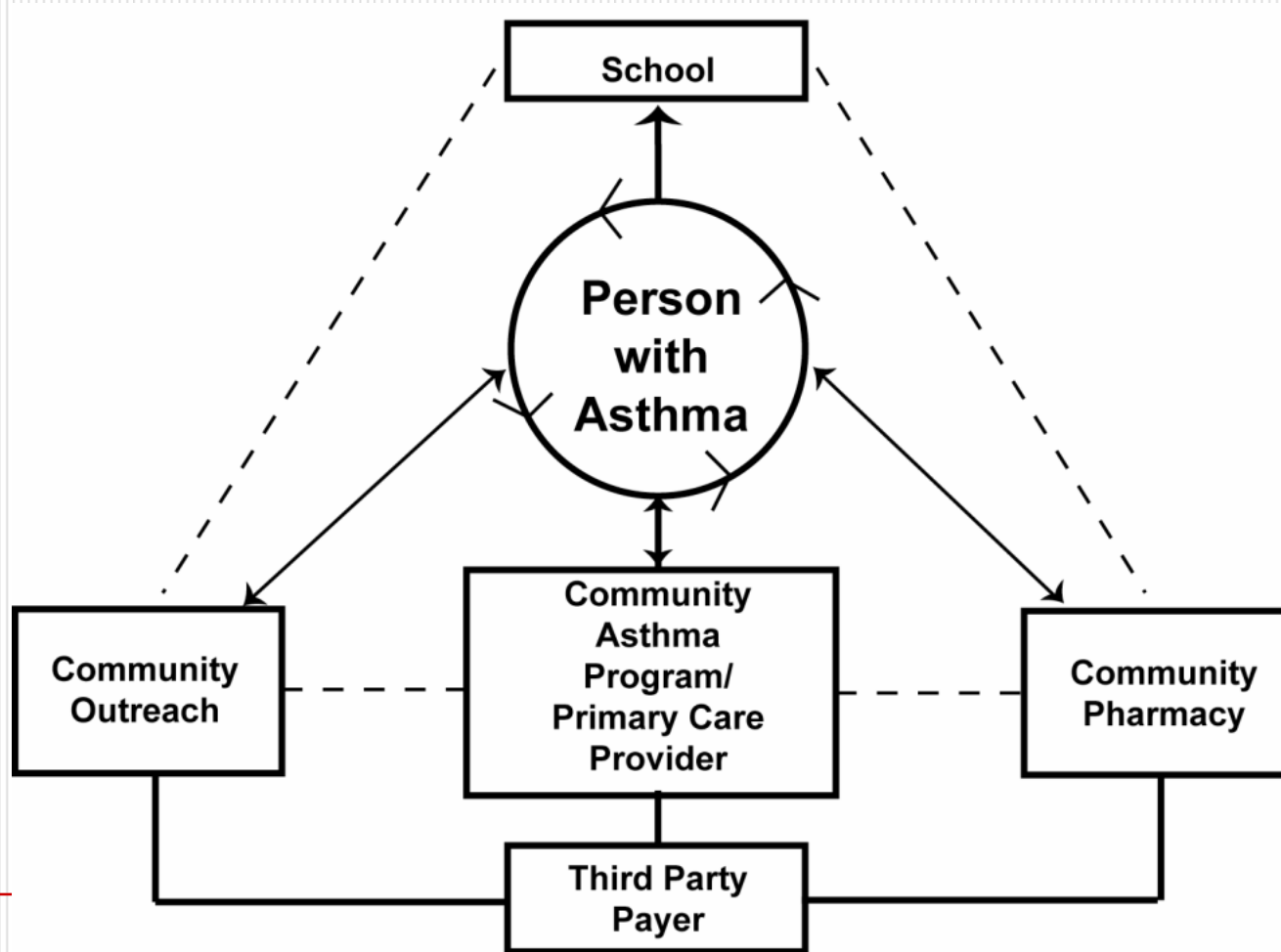
# Measuring Institutionalization: The LoIn Scales

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- Conceptualization of Institutionalization
    - Goodman, McLeroy, Steckler and Hoyle, 1993
    - Four subsystems
    - Fifteen organizational aspects
  
  - Level of Institutionalization
    - Passage
    - Routinization
    - Saturation
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# The CASL Intervention: School Component

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# The Failure of Institutionalization

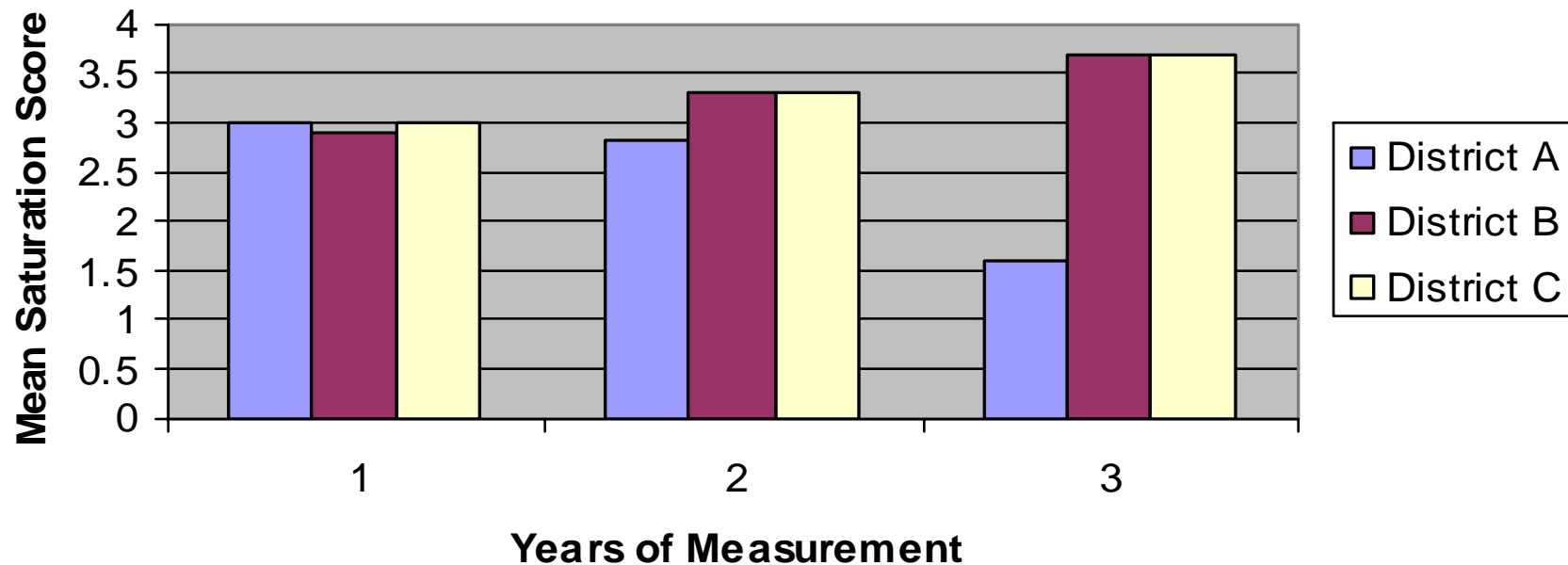
## Mean Saturation Scores for Three St. Louis CASL School Districts for 2004, 2005, 2006, 2007

District	Year	N	Goals	Plans	Schedule	Strategy	Eval	Suprv	J.D.	E.R.	P.S.	A.I.	O.S.	P.S.	Space	Fund	S.F.	Mean	S.D.
A	2004	12	3.30	3.20	3.00	3.10	3.30	3.80	-	4.00	2.80	2.60	2.20	2.60	1.90	-	3.60	3.00	0.60
	2005	12	3.00	2.90	3.60	3.30	3.30	3.00	2.30	3.30	3.20	3.00	2.10	2.50	1.00	3.00	3.20	2.80	0.60
	2006	12	2.50	2.30	1.00	2.40	1.50	1.80	1.00	1.70	1.50	1.00	1.00	1.00	1.00	1.00	1.00	3.00	1.60
B	2005	5	1.00	3.00	1.00	4.00	1.00	4.00	1.00	4.00	4.00	3.50	3.00	3.00	4.00	3.00	4.00	2.90	1.30
	2006	5	3.70	3.70	3.70	3.30	3.20	3.80	3.50	3.30	3.00	3.00	2.30	3.50	2.80	4.00	3.30	3.30	0.40
	2007	5	4.00	4.00	4.00	3.30	4.00	4.00	4.00	4.00	3.50	3.30	4.00	3.00	4.00	4.00	-	2.50	3.70
C	2005	6	3.20	3.20	2.70	3.30	3.00	3.80	3.50	3.50	2.80	4.00	2.00	2.80	2.00	-	2.50	3.00	0.60
	2006	6	3.50	3.40	3.60	3.60	3.70	3.70	3.40	3.00	3.20	4.00	3.00	3.20	1.60	3.50	3.50	3.30	0.50
	2007	6	3.80	3.80	3.70	3.80	4.00	4.00	4.00	4.00	3.50	3.50	3.50	3.00	4.00	3.00	4.00	4.00	3.70

**Goals**-goals and objectives, **Plans**-written plans and procedures, **Schdl**-schedule for activities, **Strtgy**-strategy for implementation, **Eval**-formal program evaluation, **Suprv**-supervisor assigned, **J.D.**-written job descriptions, **E.R.**-evaluation reports, **P.S.**-permanent staff, **A.I.**-administrative-level involvement, **O.S.**-non-program staff contribute, **P.S.**-transition from pilot status, **Spc**-assigned permanent space, **Fund**-similar, permanent funding source, **S.F.**-stable funding for staff

# Breakdown between implementation and institutionalization

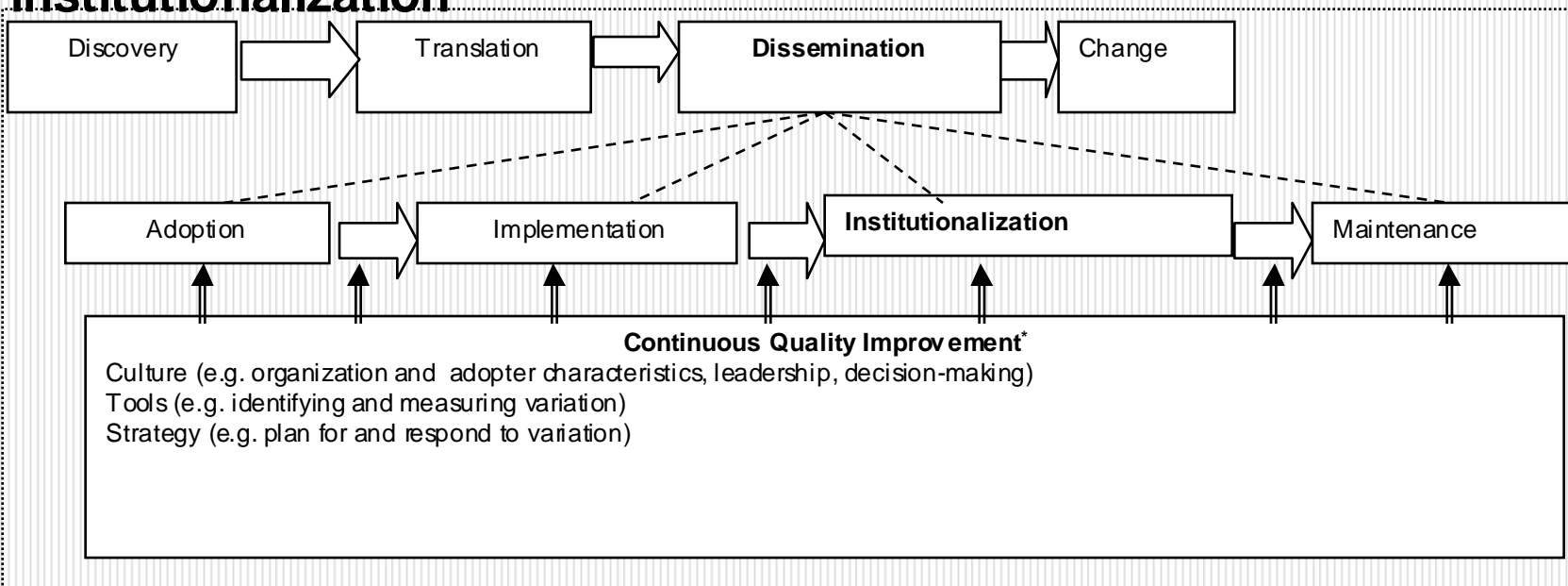
**Mean Saturation Scores for Three School Districts Implementing a Consulting Physician Model**





# CQI as a Mechanism to Promote Institutionalization

**Figure 2. Conceptual framework using a continuous quality improvement approach to bridge implementation and institutionalization**



\*Berwick D, and Plsek P. *Managing Medical Quality - The Quality Improvement Process*. Woodbridge, NJ: Quality Vision; 1992

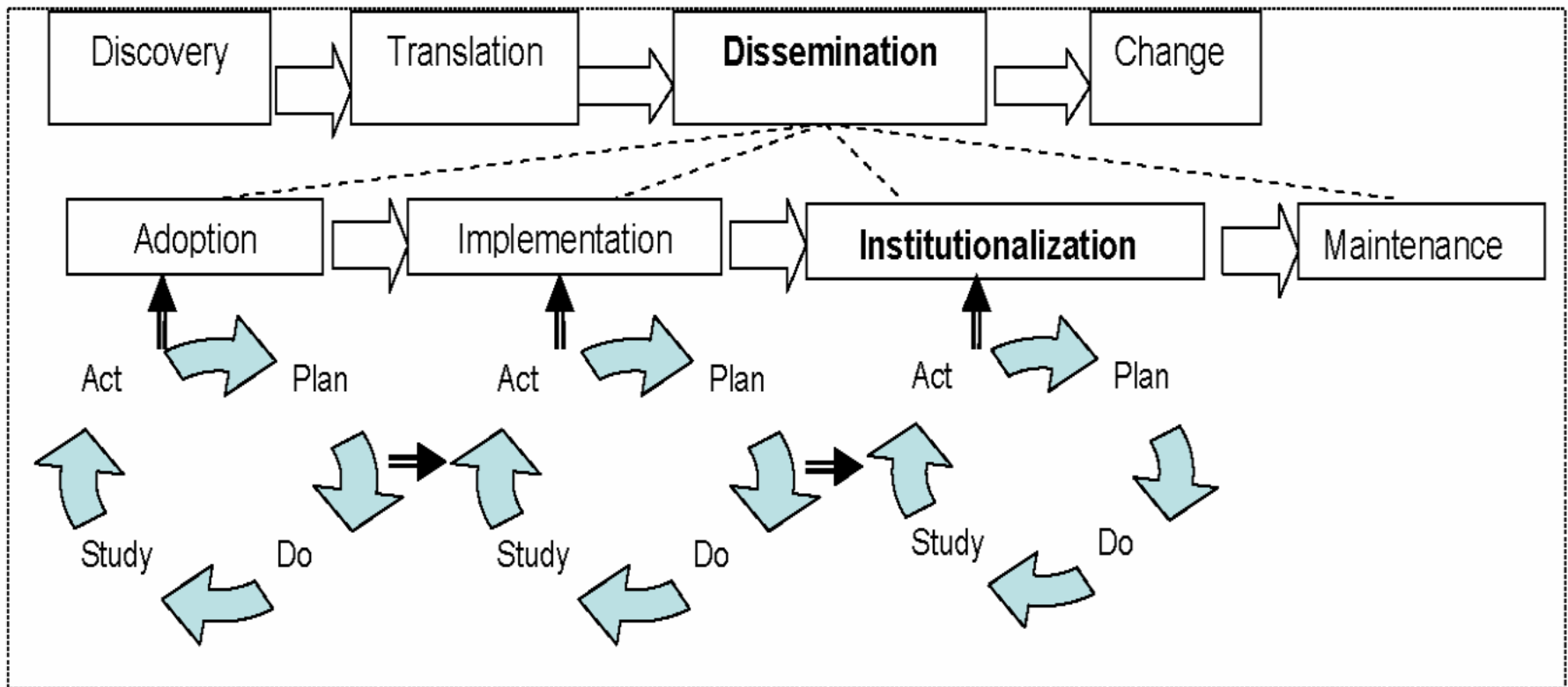
# CQI as a Mechanism to Promote Institutionalization

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- ❑ Meeting the needs and expectations of “customers”
- ❑ Improvement results in changes in processes
- ❑ Changes in the process require facts
- ❑ Quality requires continuous improvement

# CQI as a Mechanism to Promote Institutionalization

Figure 3. Operationalizing a continuous quality improvement approach to bridge implementation and institutionalization



# Conclusions/Implications

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- ❑ Despite demonstrated benefits and program champions, institutionalization does not always occur.
  - ❑ Implementation appears to break down when external facilitation and support are removed without attention to important aspects of institutionalization.
  - ❑ Institutionalization provides a good measure to monitor and understand structural aspects of implementation within an organization.
  - ❑ CQI provides an approach to identify, measure, and evaluate processes within an organization that affect structural aspects that support implementation and institutionalization of interventions.
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# Questions

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