

## **MODULE 19: PLANNING THE QUALITY IMPROVEMENT INITIATIVE**

### **Module Introduction**

A wise person once said, “People don’t plan to fail, they just fail to plan.” Planning is the process through which individuals determine goals to be achieved, and develop the means to achieve them. In this module, using the knowledge about your environment learned in the Module 19, you will have the opportunity to begin planning a quality improvement initiative.

### **Module Objectives**

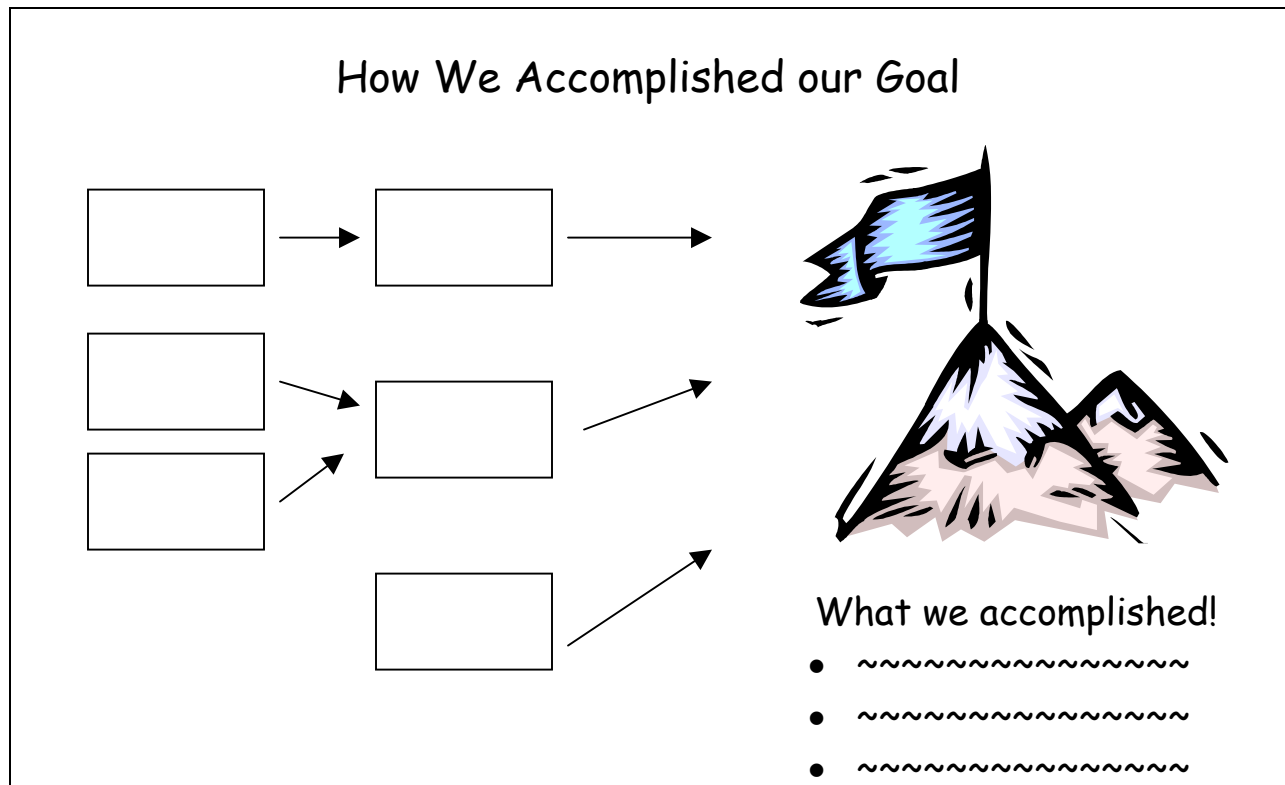
At the end of this module, you should be able to:

- ◆ Discuss what is entailed in planning
- ◆ Identify a quality improvement goal you hope to achieve and create a possible scenario for achieving it
- ◆ Explain how a Gantt chart can be used to manage a project
- ◆ Create a preliminary Gantt chart for the quality improvement initiative you have in mind



### ►►► Planning backwards

Planning backwards is a strategy that is used to help identify the various activities required to achieve a goal. Begin by identifying a goal that you hope to accomplish (the quality improvement you hope to achieve) and pretend as though you've already achieved the goal. Brainstorm to generate a list of the various things that you did to attain the goal.

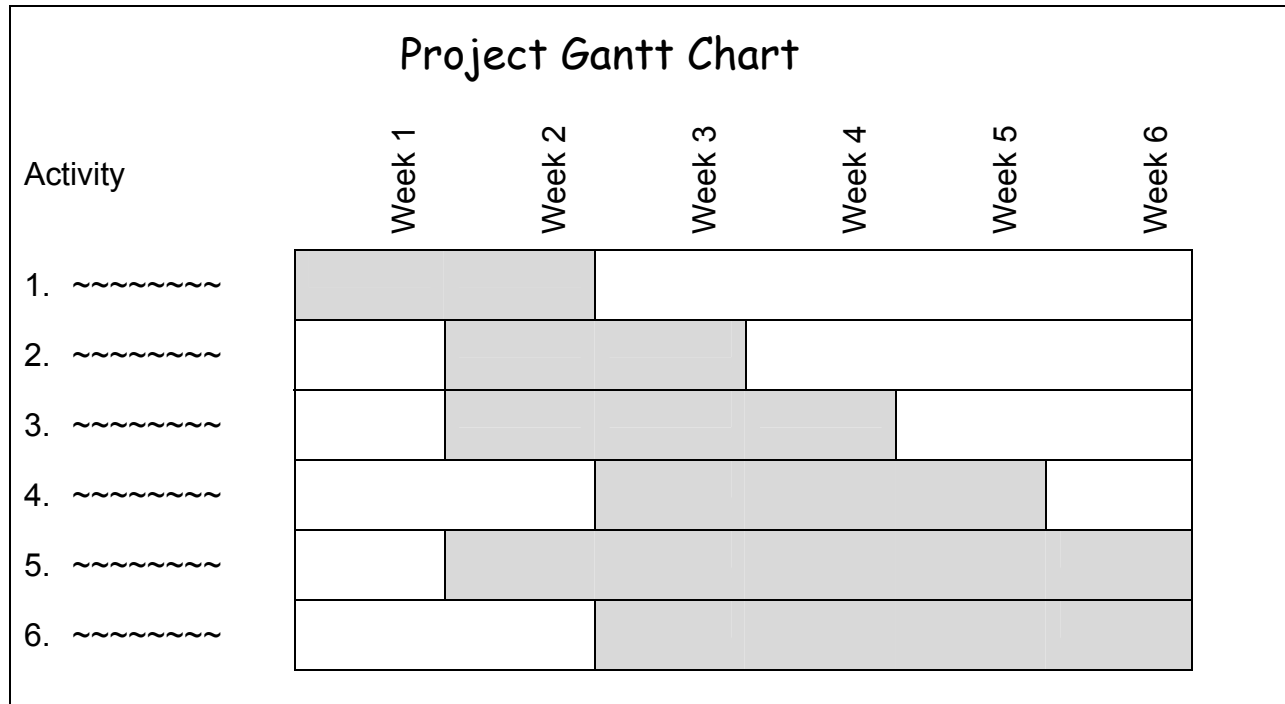


#### Steps to plan backwards:

1. Individually, or with a team of people, create a vision of what it is you hope to achieve.
2. Depict the agreed upon vision through an illustration on a large sheet of paper or flipchart. Then specifically determine the goals you accomplished.
3. As a team, begin devising a scenario that explains how the goals could be accomplished. Don't be afraid to be creative with your thoughts and ideas.
4. Have a member of the team record important details of the scenario.
5. With a team, discuss the scenario that was created and begin to collect ideas from it for the project. Analyze the ideas that were generated and begin to develop a plan for the project.

### ►►► Gantt Charts

A Gantt chart is a planning tool that illustrates the major activities that need to be accomplished to achieve a goal and the timeframes in which each needs to be performed. The Gantt chart is named after Henry L. Gantt who developed this type of chart in the early 1900's to schedule work. Gantt charts are widely used by managers and many project management software applications are now available that use this technique.



#### Steps to create a Gantt chart (by hand):

1. Draw a large grid on a sheet of paper (or use graph paper).
2. Identify a timeframe for your project (days, weeks, or months). Mark your time intervals across the top of the grid.
3. Brainstorm the major activities that need to be accomplished to achieve the goal.
4. List all the major activities down the left side of the grid.
5. Identify a starting point and ending point for each activity and mark them on the grid. These are represented in the example above with gray shading, but can be drawn other ways as long as they show the duration of the activity.
6. Identify important milestones and deliverables and mark them on the chart using various symbols that make sense to your team.

**▶▶▶ Planning the Quality Improvement Initiative**

Directions: Use this space to practice using the various tools presented in this module.

**▶▶▶ Planning the Quality Improvement Initiative**

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**▶▶▶ Planning the Quality Improvement Initiative**

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**▶▶▶ Planning the Quality Improvement Initiative**

Directions: Use this space to practice using the various tools presented in this module.



## **MODULE 20: REFLECTION AND GRADUATION**

### **Module Introduction**

With the program just about complete, it is time to reflect upon what we learned and share our insights and knowledge. It is also the time to celebrate our achievements individually and as a group. This unit is designed to mark the end of our class and the start of your work as an ambassador for quality improvement.

### **Module Objectives**

At the end of this unit you will be able to:

- ◆ Discuss important knowledge and insights gained as a result of participating in the course.
- ◆ Express a sense of confidence that you will be able to participate in (to some level) a quality improvement initiative.

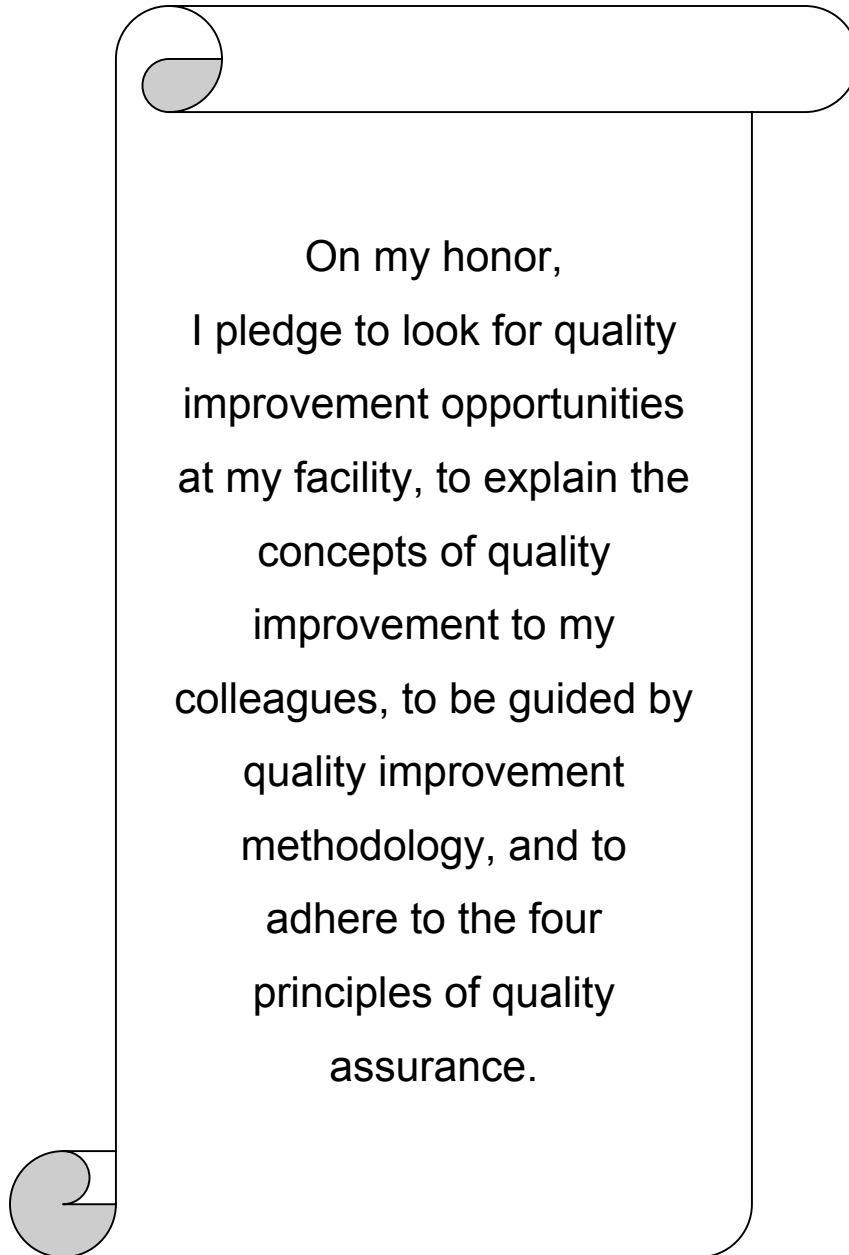
**▶▶▶ Reflections**

Use the space provided below to reproduce the reflections drawing created by you and your fellow learners.

**▶▶▶ Reflections**

Use the space provided below to reproduce the reflections drawing created by you and your fellow learners.

▶▶▶ **Quality Improvement Pledge**



## Module 1: Welcome & Introductions

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### Course Objectives (1 of 2)

- ◆ Explain important details of quality improvement to other staff members at your facility
- ◆ Identify a quality improvement opportunity at your facility



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### Course Objectives (2 of 2)

- ◆ Develop a plan for beginning a quality improvement initiative that
  - Incorporates the principles of quality assurance
  - Follows the problem solving methodology of quality improvement
  - And uses various quality improvement tools and techniques
- ◆ Execute the plan at your facility, asking for assistance when needed



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## Introductions

- ◆ Name
- ◆ Professional experience
- ◆ Place of employment
- ◆ Previous knowledge/experience with quality improvement
- ◆ How you like to spend your free time
- ◆ Something you are really good at
- ◆ A saying or motto that is meaningful to you



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## Designing Quality



Improving Quality

Measuring Quality

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## Module 2: Quality Improvement Success Stories

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### Module 2 Objectives (1 of 2)

- ◆ Recognize that QI initiatives can be simple or complex
- ◆ Recognize that QI relies on the use of data
- ◆ Explain how QI has been achieved in other healthcare settings
- ◆ Recognize that the perspectives of patients may be different than those of healthcare workers



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### Module 2 Objectives (2 of 2)

- ◆ Recognize that individual healthcare workers can have an impact on the quality of healthcare
- ◆ Recognize that some quality improvement initiatives require a team effort
- ◆ Recognize that the solution to problems is not always more money or other resources



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**Questions for Discussion (1 of 2)**

1. What do these cases have in common?
2. In what ways are the cases different?
3. What overall steps did the health workers in each case use to improve quality in their setting?
4. How important was the availability of economic resources in each of the quality improvement efforts?



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**Questions for Discussion (2 of 2)**

5. What might have happened had the health workers not tried to understand the needs of its clients?
6. What was the value of the team approach in each of these situations?
7. What were the individual health workers able to accomplish in these various cases on their own?
8. Who was positively impacted by the QI initiatives and in what ways?



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## Module 3: The Dimensions of Quality

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## Module 3 Objectives

- ◆ Explain the concept of “dimensions of quality”
- ◆ Name and briefly describe several of the dimension categories
- ◆ Provide examples of quality from each dimension
- ◆ Explain the concept of “right things right”

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## Nine Dimensions of Quality

1. Technical Performance
2. Effectiveness of Care
3. Efficiency of Service Delivery
4. Safety
5. Access to Services
6. Interpersonal Relations
7. Continuity of Services
8. Physical Infrastructure and Comfort
9. Choice

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### 1. Technical Performance

- ◆ The degree to which the tasks carried out by health workers and facilities meet the expectations of technical quality (comply with standards)



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### 2. Effectiveness of Care

- ◆ The degree to which desired results (outcomes) of care are achieved



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### 3. Efficiency of service delivery

- ◆ The ratio of the outputs of services to the associated costs of producing those services



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### 4. Safety

- ◆ The degree to which the risks of injury, infection or other harmful side effects are minimized



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### 5. Access to services

- ◆ The degree to which healthcare services are unrestricted by geographic, economic, social, organizational or linguistic barriers



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### 6. Interpersonal relations

- ◆ Trust, respect, confidentiality, courtesy, responsiveness, empathy, effective listening, and communication between providers and clients



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### 7. Continuity of services

- ◆ Delivery of care by the same healthcare provider throughout the course of care (when appropriate) and appropriate and timely referral and communication between providers



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### 8. Physical infrastructure & comfort

- ◆ The physical appearance of the facility, cleanliness, comfort, privacy and other aspects important to clients



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### 9. Choice

- ◆ When appropriate, client choice of provider, insurance plan or treatment



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### The Quality Grid

|   |             |   |                       |                       |
|---|-------------|---|-----------------------|-----------------------|
|   |             | + | How you do it         | -                     |
| + | What you do | + | Right things<br>Right | Right things<br>Wrong |
|   |             | - | Wrong things<br>Right | Wrong things<br>Wrong |



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## Module 4: Four Steps of Quality Improvement

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### Module 4 Objectives (1 of 2)

- ◆ Identify the four steps of QI
- ◆ Explain what is involved in each step
- ◆ State questions that can be asked to help develop a problem statement
- ◆ Discuss the benefits of creating a problem statement



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### Module 4 Objectives (2 of 2)

- ◆ Discuss Shewharts PDSA Cycle
- ◆ Explain the relationship between Shewart's PDSA Cycle and Step 4 of QI
- ◆ Identify what activities occurred during the different QI steps of the QI Success Stories



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### 4 Steps of QI

1. **Identify:** Determine what needs to be improved
2. **Analyze:** Understand the problem
3. **Develop:** Hypothesize about what changes will improve the problem
4. **Test / Implement:** Test the hypothesized solution to see if it yields improvement
  - Abandon, modify or implement based on results



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### 4 Steps of Patient Treatment

1. Assess
2. Diagnose
3. Intervene
4. Evaluate



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### Step 1: Identify

- ◆ What is the problem?
- ◆ How do you know if it's a problem?
- ◆ How frequently does it occur, or how long has it existed?
- ◆ What are the effects of this problem?
- ◆ How will you know when it is resolved?



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### Problem Statement Criteria

- ◆ Provides insight into the process that needs improvement
- ◆ Identifies the process boundaries
- ◆ Identifies the general concern that QI effort should address
- ◆ Includes a general statement as to why it is a priority



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### Step 2: Analyze (1 of 2)

- ◆ Clarify why the process (or system) produces the effect to be improved
- ◆ Measure performance of the existing process or system
- ◆ Learn about internal and external clients



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### Step 2: Analyze (2 of 2)

- ◆ Formulate research questions
  - Who is involved or affected?
  - Where does the problem occur?
  - When does the problem occur?
  - What happens when the problem occurs?
  - Why does the problem occur?



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### Step 3: Develop

- ◆ Develop hypothesized solutions about what changes or interventions might improve existing problem



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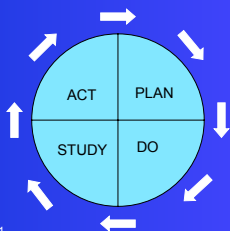
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### Step 4: Test / Implement

- ◆ Shewhart's Cycle for Learning and Improvement (PDSA)
  - Plan
  - Do
  - Study
  - Act



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## Module 5: Introduction to Quality Improvement Concepts

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### Module 5 Objectives (1 of 2)

- ◆ Name the four approaches to QI
- ◆ Explain that different situations require the use of different approaches
- ◆ Name several of the quality improvement tools that are used in quality improvement initiatives
- ◆ Determine the appropriateness of different tools for different steps of a quality improvement initiative



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### Module 5 Objectives (2 of 2)

- ◆ Name the four principles of QI
- ◆ Identify examples of the four principles of QI from the QI success stories of Module 2



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### *Four Approaches to QI*

- ◆ Individual Problem Solving
- ◆ Rapid Team Problem Solving
- ◆ Systematic Team Problem Solving
- ◆ Process Improvement



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### *Individual Problem Solving*

- ◆ Individual decision making for a smaller scale problem
- ◆ Able to identify problem and solution using individual analysis
- ◆ Individual must have autonomy over situation – not dependent on others for change



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### *Rapid Team Problem Solving*

- ◆ Ad hoc team approach to quality for a more obvious problem
- ◆ Small incremental changes are tested
- ◆ Often use data that exists and team's knowledge and wisdom
- ◆ A mentor may be used for guidance



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### **Systematic Team Problem Solving**

- ◆ Ad hoc team approach to quality for more complex or recurring problems
- ◆ Detailed analysis requires data collection
- ◆ Detailed analysis allows for more targeted solution
- ◆ More time and resources needed for this approach



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### **Process Improvement**

- ◆ Permanent team established to address a core process or issue
- ◆ Most complex of four approaches
- ◆ Process improved over time through use of data
- ◆ Requires continuous allocation of resources to process improvement



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### **Four Principles of Quality Assurance**

1. Client focus
2. Understanding work as processes and systems
3. Testing changes and emphasizing the use of data
4. Teamwork



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### **Client Focus**

- ◆ Services should be designed to meet the needs and expectations of clients and community.



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### **Understanding Work as Processes and Systems**

- ◆ Providers must understand the service system and its key service processes in order to improve them.



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### **Testing Changes and Emphasizing the Use of Data**

- ◆ Changes are tested in order to determine whether they yield the required improvement.
- ◆ Data are used to analyze processes, identify problems, and to determine whether the changes have resulted in improvement.



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## Teamwork

- ◆ Improvement is achieved through the team approach to problem solving and quality improvement.



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## Module 6: *The Red Bead Game*

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### Unit 6 Objectives

- ◆ Recognize management practices that are not conducive to improving quality
- ◆ Develop and discuss you own ideas about the role of management in QI
- ◆ Explain some of the lessons learned through the Red Bead Experiment
- ◆ Become familiar with Deming's 14 Points



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### Deming's 14 Points (1 of 3)

1. Create constancy of purpose for improvement of produce and service
2. Adopt the new philosophy
3. Cease dependence on mass inspection
4. End the practice of awarding business on the basis of price tag alone
5. Improve constantly and forever the the system of production and service



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**Deming's 14 Points (2 of 3)**

- 6. Institute training
- 7. Institute leadership
- 8. Drive out fear
- 9. Break down barriers between staff areas
- 10. Eliminate slogans, exhortations, and targets for the workforce



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**Deming's 14 Points (3 of 3)**

- 11. Eliminate numerical quotas
- 12. Remove barriers to pride of workmanship
- 13. Institute a vigorous program of education and retraining
- 14. Take action to accomplish the transformation



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## Module 7: Focus on Processes and Systems

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### Module 7 Objectives (1 of 2)

- ◆ Explain that a focus on systems and processes is one of the four principles of quality improvement
- ◆ Explain the concept of “process”
- ◆ Explain the concept of “system”
- ◆ Differentiate between a process and a system

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### Module 7 Objectives (2 of 2)

- ◆ Identify dependencies and decision points within a process
- ◆ Depict a process by creating a basic flowchart

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### **Four Principles of Quality Assurance**

1. Client focus
2. Understanding work as processes and systems
3. Testing changes and emphasizing the use of data
4. Teamwork



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### **Healthcare Processes**

- ◆ Clinical algorithms
- ◆ Information flow processes
- ◆ Material flow processes
- ◆ Patient flow processes
- ◆ Multiple flow processes



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