

Module 8: Focus on Measurement: Part I

8 - 1



Module 8 Objectives (1 of 2)

- ◆ Explain why it is important to use data to analyze processes, identify problems and test interventions
- ◆ Determine how to measure various quality improvement goals
- ◆ Explain the difference between quantitative and qualitative data

8 - 2



Module 8 Objectives (2 of 2)

- ◆ Explain why there is variation in all measures
- ◆ Explain the difference between common cause and special cause variation

8 - 3



“A difference that makes no difference is no difference.”

- Source Unknown

8 - 4



Why Measure?

- ◆ Identify and analyze problems
- ◆ Verify possible causes of problems
- ◆ Show if a change yielded initial improvement
- ◆ Monitor change to ensure improvement is maintained over time
- ◆ Make decisions based upon fact, not opinion

8 - 5



Quantitative Data

- ◆ Objectively based
- ◆ Easy to measure and quantify
- ◆ Often measures quantity, cost, and time
- ◆ Sometimes referred to as “hard data”

8 - 6



Qualitative Data

- ◆ Subjectively based in many cases
- ◆ Difficult to measure and quantify
- ◆ Usually behaviorally oriented
- ◆ Often incorporates individuals attitudes, perspectives, and opinions
- ◆ Sometimes referred to as 'soft data'



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Types of Variation

- ◆ Common Cause-
 - Predictable or expected within a stable situation
- ◆ Special Cause Variation-
 - Neither predictable or expected. Occurs as a result of a special cause and can point to a possible worsening or improvement in a situation



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Module 9: Using QI Tools to Focus on Measurement

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Module 9 Objectives (1 of 2)

- ◆ Explain why it is important to be familiar with various tools for quality improvement
- ◆ Name three important rules for brainstorming
- ◆ Identify (through brainstorming) a number of different things that can be measured in a health facility

9 - 2



Module 9 Objectives (2 of 2)

- ◆ Discuss strengths and weaknesses of alternative brainstorming techniques
- ◆ Determine the most appropriate quality improvement tools (presented in the appendix) for various situations

9 - 3



“To someone with only a hammer in his/her toolbox, everything looks like a nail.”

- Source Unknown

9 - 4



Brainstorming Rules

- ◆ Do not discuss ideas during the session
- ◆ Do not judge others' ideas
- ◆ Every idea is acceptable: Be unconventional
- ◆ Build on the ideas of others
- ◆ Quantity of ideas counts



9 - 5

Brainstorming Steps

- ◆ Before beginning, allow people a few minutes to generate ideas
- ◆ Write every idea on the flipchart
- ◆ Once ideas have been generated and recorded, combine similar ideas
- ◆ Agree on a way to judge the ideas to reduce the number of choices



9 - 6

Module 10: The New Zin Obelisk

10 - 1



Unit 10 Objectives

- ◆ Recognize behaviors that are conducive to team performance
- ◆ Recognize behaviors that hinder team performance
- ◆ Suggest ways to improve team problem solving in your own facility
- ◆ Discuss important leadership behaviors that emerged during the game
- ◆ Explain some of the lessons learned by participating in the New Zin Obelisk



10 - 2

Questions for Discussion (1 of 2)

1. What behaviors helped your team accomplish this task?
2. What behaviors hindered your team from completing the task?
3. What behaviors were exhibited as your team members learned to collaborate with one another?
4. How might you suggest improving the performance of teams that collaborate at your facility?



10 - 3

Questions for Discussion (2 of 2)

- 5. Did a leader emerge from your team? What behaviors did the leader demonstrate?
- 6. What impact did the time restriction have on your teams performance?
- 7. What emotions were apparent among your team members as the task progressed?



10 - 4

Module 11: Focus on Teamwork

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Module 11 Objectives (1 of 2)

- ◆ State that a focus on teamwork is one of the four principles of quality improvement
- ◆ Explain why teams are important to quality improvement efforts
- ◆ Explain what one might expect to happen during the different stages of team development
- ◆ Discuss best practices for creating teams that are high performing



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Module 11 Objectives (2 of 2)

- ◆ Discuss best practices for running a team meeting
- ◆ Recognize phenomena that often occur in team decision-making
- ◆ Identify several ways to overcome team decision-making phenomena
- ◆ Talk about what it means to be a good team member



3

Four Principles of Quality Assurance

- ◆ Client focus
- ◆ Understanding work as processes and systems
- ◆ Testing changes and emphasizing the use of data
- ◆ Teamwork



4

Value of Teams

- ◆ Teams can build a more complete picture of a process or situation
- ◆ Mutual support and cooperation leads to increased commitment to quality improvement
- ◆ Team accomplishments builds the confidence of individual members
- ◆ When people help design a solution they embrace rather than resist it



5

Stages of Team Development

1. Forming
2. Storming
3. Norming
4. Performing
5. Closing



6

Best Practices for High Performing Teams (1 of 2)

1. Establish urgency and direction
2. Select members based on skill, and skill potential, not personalities
3. Pay particular attention to first meetings and actions
4. Set some clear rules for behavior



7

Best Practices for High Performing Teams (2 of 2)

5. Set and seize upon a few immediate achievable goals
6. Challenge the group regularly with new facts and information
7. Spend lots of time together
8. Exploit the power of positive feedback, recognition, and reward



8

Conducting a Team Meeting (1 of 2)

1. Prepare a meeting agenda
2. Distribute the agenda in advance
3. Confirm participants' responsibilities for agenda items
4. Encourage participants to review the agenda
5. Establish and maintain specific time parameters



9

Conducting a Team Meeting (2 of 2)

6. Maintain focused discussion
7. Encourage and support participation of all members
8. Encourage the clash of ideas
9. Discourage the clash of personalities
10. Bring proper closure



10

Module 12: Exercises for High-Performing Teams

12 - 1



Module 12 Objectives

- ◆ Participate in an experience that creates a sense of teamwork among group members
- ◆ Participate in an experience that encourages creative thinking and fun
- ◆ Reflect upon concepts that have been discussed thus far in class
- ◆ Identify the important elements of a team building exercise



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Module 13: Focus on the Client

13 - 1



Module 13 Objectives

- ◆ State that a client focus is one of the four principles of quality assurance
- ◆ Explain why it is important to understand clients' needs
- ◆ Explain the difference between external and internal clients
- ◆ Identify several individuals/departments that are your internal clients
- ◆ Identify several individuals/departments of whom you are an internal client

13 - 2



Client Focus

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

13 - 3



Module 14: Gaining Client Feedback

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Module 14 Objectives (1 of 2)

- ◆ Explain the value of feedback from clients in relation to meeting their needs and expectations
- ◆ Identify possible methods for gathering feedback from clients and explain the strengths and limitations of each
- ◆ Explain important points to keep in mind when using a written questionnaire or survey



2

Module 14 Objectives (2 of 2)

- ◆ Discuss important points to keep in mind when using interviews to solicit feedback and information from clients
- ◆ Explain the difference between open-ended and forced choice questions and the value of each



3

Techniques for Gaining Client Info & Feedback

- ◆ Questionnaires
- ◆ Interviews
- ◆ Focus groups



4

Creating and Administering Questionnaires

1. Determine the questionnaire purpose.
2. Identify questionnaire respondents.
3. Create the questionnaire.
4. Pilot the questionnaire.
5. Distribute the questionnaire.
6. Analyze and report data.



5

Planning and Conducting Interviews

1. Determine the interview purpose.
2. Identify interview respondents.
3. Determine the interview technique.
4. Develop interview protocol.
5. Prepare interviewers and conduct pilot interviews.
6. Conduct the interview.
7. Analyze and report data.



6

Types of Questions

- ◆ Open-ended question
- ◆ Forced choice question
 - Facts
 - Likert-type scales



7

Planning and Facilitating Focus Groups

- ◆ Determine the goal of the focus group
- ◆ Identify the focus group members
- ◆ Develop the interview guide
- ◆ Conduct the focus group
- ◆ Transcribe the group's output
- ◆ Analyze and report the data



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Module 15: A Focus on Measurement Part II

15 - 1



Module 15 Objectives

- ◆ Explain the difference between common cause and special cause variation
- ◆ Explain the purpose of a run chart
- ◆ Explain procedures to interpret variation
- ◆ Identify potential sources of variation and change

15 - 2



Types of Variation

- ◆ Common cause – variation that is predictable or expected within a stable situation
- ◆ Special cause – variation that is neither predictable nor expected. Variation that occurs as a result of special cause can point to a possible worsening or improvement in a situation and should therefore be examined

15 - 3



Rules for Interpreting Run Charts

- ◆ Eight consecutive points above (or below) the center line (mean or median) suggest a shift in the process
- ◆ Six successive increasing (or decreasing) points suggest a trend
- ◆ Fourteen successive points alternating up and down suggest a cyclical process



15 - 4

Sources of Variation and Change

- ◆ People
- ◆ Materials
- ◆ Measurements
- ◆ Machines
- ◆ Methods
- ◆ Environment



15 - 5

**Module 16: QI Success Stories:
A Final Look**

16 - 1



Module 16 Objectives

- ◆ Analytically review quality improvement success stories to identify aspects of them that were critical to their success
- ◆ Begin to assess your own facility for factors that will help you be successful in your QI endeavor

16 - 2



Module 18: Understanding the QI Environment

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Module 18 Objectives

- ◆ Identify potential QI initiatives that are relevant to your healthcare facility
- ◆ Recognize the value of understanding the environment within which the QI effort will be initiated
- ◆ Explain various techniques that can be used to help understand the QI environment
- ◆ Use one or more tools presented in the module to better understand the environment in which the QI initiative will be situated



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Module 19: Planning the Quality Improvement Initiative

19 - 1



“People don’t plan to fail, they just fail to plan.”

- Source unknown

19 - 2



Module 19 Objectives

- ◆ Articulate your vision for the quality improvement initiative
- ◆ Identify important tasks that will need to be accomplished to launch the QI initiative
- ◆ Explain how a Gantt chart can be used to manage a project
- ◆ Develop a preliminary Gantt chart identifying tasks, timelines, and milestones



19 - 3

“Planning is the process through which individuals determine goals and devise means to accomplish them.”

19 - 4



Module 20: Reflection and Graduation

20 - 1



Module 20 Objectives

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

20 - 2


