IOWA DEPARTMENT OF PUBLIC HEALTH

IT TAKES A TEAM!
THE DEPARTMENT TEAM

• Represented each of the department’s divisions.

• Divisions had a lead member and a second-in-command. (Priority that one or the other had to be present).

• Met about every three weeks for about 3 hours at a time.

• Made a group decision about the prioritization of evidence.

• Each member had homework!

• We had to be comfortable with making it up as we went along.
In the beginning we looked for the following skills:
  
  - Communication
  - Analytical
  - Writing
  - Organizational Skills

When we put future teams together:
  
  - People with broad knowledge base
  - Subject matter experts would be available
A TYPICAL MEETING

- Met where we could use a projector and laptop.
- Provided food.
- Began with a check in and identification of questions. (Good time to vent and share stories of things going well.)
- Reviewed evidence for criteria using a coversheet. (All of these were stored on a common drive.)
- Prioritized evidence or identified additional sources of information.
- Looked at clarification and intent of the next set of criteria to be addressed.
- Checked in again to see if there were any questions – and that all questions identified at the beginning had been addressed.
DIVISION TEAMS

• Each division had its own team to look at evidence.

• Teams looked for evidence for all 11 components of the standards (e.g., oral health’s fluoridation program was used as evidence in the environmental health component).

• Some department team members were overwhelmed by the volume of evidence they received in their divisions.
Prioritizing Evidence

• Department team members submitted their division’s best evidence.

• Every division thought their evidence was best.

• Department team sorted through all the evidence submitted from the divisions.

• Department team picked the top 5 pieces of evidence to present for the department.
Changes Along the Way

• Originally it was set up so that majority would rule in the event of a decision – it very quickly moved to needing to be unanimous.

• We came up with a common naming convention for evidence (e.g., HB 3a-L Tob JQ).

• We added an “editor” to the team – someone to edit the writing for consistency. The site visitors appreciated the common feel to our evidence.
Role of the SME

(subject matter expert)

- Called in to address specific areas where general knowledge didn’t seem to be sufficient (key in the areas of environmental health, emergency response, and prevent epidemics).

- Needed to provide general orientation to the SME about the process the team was using before SME’s arrival at the meeting (otherwise it would slow down the process).

- SMEs didn’t liked to be questioned about their documentation but that’s the job of the accreditation team.
TEAM COORDINATOR

- Set the schedule
- Facilitated meetings
- Answered questions
- Was the cheerleader for the process
LESSONS LEARNED

• Offered a unique opportunity for team members to learn more about what goes on across the department.

• It was stressful – you have to make it fun.

• The process confirmed what we did well and what needed to be improved.

• We took for granted that we could prove what we do and how we do it (i.e., having the documentation).