Getting Started: Steps to Selecting Your Next QI Adventure

Welcome!
Objectives

- Identifying Areas for Improvement
- Developing AIM Statements
- Establishing QI Teams
- Q & A
PDSA: A Four-Stage Approach to QI
Today we are focusing on the following activities in the “Plan” stage of the cycle:
- Identify and prioritize opportunities
- Develop AIM statement
- Assemble the team
Identifying Areas for Improvement

- Defining the current state
  - What is the current state?
  - Why is this important?
  - What is it costing us—time/dollars/staff/etc.?
  - What is the impact on our clients/customers/stakeholders?
  - What is the impact on our agency?
Identifying Areas for Improvement

- Move to the future state/solving the problem
  - What are the important aspects of the future state?
  - What is driving us to this future state?
  - What might be the consequences of not moving to the future state and solving this problem/issue?
Identifying Areas for Improvement

- Other things to think about?
  - Is the problem inside or outside of our control?
  - Do we have to involve and influence others to get the problem resolved?
  - What is the proposed timeline?
  - Do we have any data to help guide us in our decision?
Black Hawk & Delaware Counties—QI project

- Next several slides from a presentation at UI CPH 2010 Fall Colloquium by:
  - Eileen R. Daley, RN, MPH
  - Jane Sherman, RN, MSN
  - Lisa Swanson, BA
Self-assessment of “collective ability” in four component areas of the Iowa Public Health Standards:

- Governance
- Communication/IT
- Workforce
- Protect Against Environmental Hazards
## WORKFORCE STANDARDS

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<tbody>
<tr>
<td>WK3 Assure a competent public health workforce.</td>
<td>No</td>
<td>No</td>
<td>X</td>
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<tr>
<td>WK3a-L Regularly assess competencies of the public health workforce using state or nationally recognized competency models.</td>
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<td>BHCo There exists no agency-wide framework to complete a learning needs assessment and organize competency training. Competency training is completed at the program level, although the process across the agency is fragmented. This was addressed as a gap in the capacity assessment.</td>
<td>No</td>
<td>No</td>
<td>X</td>
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<td>Delaware Delaware Co plans to use the framework outlined in the Prepare Iowa Learning Management System to assess the agency's workforce competence.</td>
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<td>WK3b-L Use the assessment of competencies to identify individual and organizational training needs and establish learning goals that incorporate lifelong learning and development of leadership skills.</td>
<td>No</td>
<td>No</td>
<td>X</td>
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<td>BHCo As above, no model exists for use across the agency.</td>
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<tr>
<td>Delaware Competencies have not yet been assessed.</td>
<td>Yes</td>
<td>Yes</td>
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<td>WK3c-L Implement training plans which at a minimum meet all local, state, and federal training requirements.</td>
<td>Yes</td>
<td>Yes</td>
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<td>BHCo Legal requirements are met for licensure and certification; the agency is aware of related training needs, i.e. compliance with CEU requirements for nursing licensure, home care aide and environmental health officer 12 hour mandatory continuing education.</td>
<td>No</td>
<td>No</td>
<td>X</td>
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<tr>
<td>Delaware Local, state and federal requirements are met.</td>
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<td>WK3d-L Assure that employees in the following positions obtain 15 hours of public health related continuing education each year: Public Health Administrator, Public Health Coordinator/Supervisor, and Environmental Health Coordinator/Supervisor.</td>
<td>No</td>
<td>No</td>
<td>X</td>
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<td>BHCo Policies exist in support of continuing education, although there is no system to monitor the above recommendation.</td>
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<td>Delaware A written policy is needed. Continuing education is tracked, and administrative positions likely meet this criteria. It is unknown whether County Sanitarian meets this criteria.</td>
<td>No</td>
<td>No</td>
<td>X</td>
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PRIORITIZATION OF GAPS

- Prioritization matrices were completed based on “collective no” capacity

- Other factors considered:
  - overall impact on the public health system, such as solving one gap may positively impact multiple gaps
  - availability of appropriate staff to complete process improvement
  - flexibility with the process
"Conduct an assessment at least every five years to determine the workforce necessary to maintain organizational capacity and assure the provision of public health services"
Problem Statement

No formal assessment process is in place to evaluate workforce capacity and assure the provision of public health services.

Black Hawk – Delaware Team

Local Public Health Administrator
Local Public Health Coordinator
Program Coordinator (Staff)
Collective Bargaining Rep
Public Health Systems Analyst
Human Resources Manager
Health Planner
Developing AIM Problem Statements

- Discrete
- Time Bound
- Measurable
QI Project: RCI AIM Statement

- Step 1: What are We Trying to Accomplish?
- Step 2: How Will We Know that a Change is an Improvement?
  - Long term
  - Medium term
  - Short term
QI Project: RCI AIM Statement (cont.)

- Step 3: What Changes Can We Make that Will Result in an Improvement?
  - How did you identify this opportunity, with what data, from what source(s)?
  - Initial hypothesis and description of data needed to focus the project. Are you aware of benchmark data or best practices?
  - Impact/overlay with other programs and activities
  - Who are the stakeholders (internal/external) and what are their concerns?
Figure 7: Process, Capacity, Outcomes Measurement

From *Ready, AIM, Problem Solve* by L. Beitsch, G. Duffy, & J. Moran. Published in *Quality Texas Newsletter*, October 2009
Example

- Statement #1—We will improve the number of hearing tests given by the health department.
- Statement #2—Between September 1 and December 15, 90% of first grade students enrolled in the county’s schools will receive hearing tests.
<table>
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<tr>
<th>Original AIM Statement</th>
<th>Revised AIM Statement</th>
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<tr>
<td>By June 15, 2010, the team will identify a methodology to determine workforce necessary to maintain capacity and assure the provision of public health services</td>
<td>By June 30, 2010, the team will develop a tool to assist with determining workforce capacity and assure the provision of local public health services</td>
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Establishing QI Teams

- Groups vs. teams
- Choosing members
- Team roles and responsibilities
- Team functions
- Stages of team development
- Five dysfunctions of a team
Groups versus Teams

- **Groups**
  - Members think they are grouped together for administrative purposes only. Individuals work independently; sometimes at cross purposes.
  - Members are told what to do.

- **Teams**
  - Members recognize interdependence and understand team goals are accomplished through mutual support.
  - Members contribute by applying unique talents/knowledge to team objectives.
Groups versus Teams (cont.)

- **Groups**
  - Members may find themselves in conflict situations they do not know how to resolve.
  - Members may or may not participate in decisions affecting the team.

- **Teams**
  - Members recognize conflict is a normal and work to resolve quickly and constructively.
  - Members participate in decisions affecting the team.
Choosing team members

- Things to consider
Team roles and responsibilities

- Facilitator
  - Keep the team on track
  - Train if needed
  - Assist the team leader
  - Help overcome negative behaviors
  - Impartial observer—give the team constructive feedback
Team roles and responsibilities

- Team Leader
  - Conducts the meetings
  - Prepares the agendas
  - Participates actively in team meetings
  - Follows-up on action items between meetings
  - Secures needed resources for the team
Team roles and responsibilities

- Team Members
  - Give your undivided attention
  - Take responsibility for comprehending
  - Listen to understand rather than refute
  - Be creative, be present, and put your mind to work
Issues Involved in Developing Teams

- Team members need to know:
  - Why they are together
  - What they are supposed to do
  - Who will support them
  - How they will proceed (rules of engagement)
Three Basic Functions of a Team

1. Manage performance for continuous improvement
2. Find creative ways to solve problems
3. Motivate and involve everyone
Additional Team Functions

- Customer/stakeholder focused
- Reward/coach
- Set goals
- Develop performance measures
- Plan actions
- Information sharing
Stages of Team Development

- Forming
- Storming
- Norming
- Performing
- Adjourning
Forming—initial group formation

- Types of behavior
  - Want to be accepted
  - Avoid conflict
  - Gather information and impressions
  - Try to determine what is appropriate

- Task Focus
  - Orientation to scope of team’s task
  - Understand what is expected
Storming—enthusiasm changes to frustration and anger

- Types of behavior
  - Different ideas compete for consideration
  - Some may focus on minute details to avoid real issues
  - Team members may open up and confront each other’s ideas and perspectives

- Task Focus
  - Team addresses issues such as what problems they are supposed to focus on, leadership model they will accept, how function as a team.
Norming—members accept team, team norms, and their own role

- Types of behavior
  - Agree on rules, values, shared methods and working tools
  - Team members begin to trust each other and feel good about being part of the team
  - Team work seems more natural and fluid; see cohesion

- Task Focus
  - Data shared
  - Ideas are free flowing—feedback is provided
Performing—team goes about business with self-confidence

- Types of behavior
  - Function as a unit
  - Members competent, autonomous and able to handle decision-making process without supervision.
  - Members interdependent, motivated and knowledgeable

- Task Focus
  - Focused on problem and making necessary decisions
Adjourning

- Celebration
- Closure
The Five Dysfunctions of a Team

- Fear of Conflict
- Absence of Trust
- Lack of Commitment
- Avoidance of Accountability
- Inattention to Results

The Role of the Coach
- Confront Difficult Issues
- Focus on Collective Outcomes
- Force Clarity and Closure
- Demand Debate
- Be Vulnerable

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QUESTIONS?