

Facilitator's Guide – CHOOSING OPPORTUNITIES FOR IMPROVEMENT

QUALITY IMPROVEMENT

WHY WE ARE HERE...

Take a moment to visualize a patient who might have been able to receive better care. Consider jotting down his/her name.

Reflection:

Take a moment and think about a patient who might have been able to receive better care.

Workbook:

Note patient's initials or some way to recall who they are..

Prompts:

- This is not meant to be a criticism of you or any individual – focus on the system.
- QI is focussed on the system. Even in situations where individual performance is an issue, could the system have worked better? (e.g. training the individual, better system supports, etc.)
- The patient's name is not necessary – just something to help you keep the patient in mind throughout this course.

Time permitting:

Encourage discussion of the examples. Do you know

1. DESCRIBE THE REALITY OF YOUR PRACTICE

Debrief pre-work:

Describe your practice to your table group.

Team consult:

Describe your current practice to your table group.

Reflect on which of the 5 Ps was most relevant.

Prompts:

- There is no “right answer”. Every practice is different.
- Which P was most difficult to complete? Why?
- Which P brought the biggest surprises?
- Which P can you most impact?
- Which P is most beyond your control?

2. IDENTIFY PERCEIVED OPPORTUNITIES FOR IMPROVEMENT

Identify a perceived opportunity for change in your practice. Discuss at your table.

Team consult:

Use the five Ps of Practice to analyze your practice and identify perceived opportunities for improvement. Discuss identified opportunities with your table group.

Workbook

- Use the worksheet

Prompts:

- Revisit the practice profile, and which P each felt they could most impact, which was most problematic.
- At this stage think of general areas within the “system” to focus, not specific change, or project, ideas (“What would you like to see improved?”)
- Encourage identification of as many as participants can think of.
- Encourage sharing of ideas within group.
- Discourage assessment of feasibility or control at this time.

Time permitting:

Encourage sharing of ideas of how participants might approach these opportunities.

3. APPLY QI FRAMEWORK TO IDENTIFY UNPERCEIVED NEEDS.

Now apply “PE³TS” to your practice.

Team consult: Apply PE³TS to uncover previously unperceived opportunities for improvement in your practice. Discuss at your table.

Workbook:

Prompts:

- PE³TS:
 - **Patient centered:** respecting a patient’s values and autonomy in decision-making.
 - **Efficient:** care that provides value and eliminates waste.
 - **Equitable:** the entire patient population has appropriate access to care.
 - **Effective:** application of practical, evidence-based best practices.
 - **Timely and accessible:** the right care to the right patient, in the right place, at the right time, by the right provider.
 - **Safe:** no one should be harmed from health care.

4. PRIORITIZE AND SELECT YOUR QI PROJECT

Looking at your own practice, prioritize perceived and unperceived opportunities for improvement and select one to work on.

Team consult:

For your own practice, use the impact/feasibility matrix to prioritize your perceived and unperceived opportunities for improvement and select a QI initiative to focus on first. Discuss at your table.

Workbook:

Prompts:

- Map the previously identified opportunities – i.e. general areas of interest/focus – not specific project ideas
- Clarify working definitions of “impact” and “feasibility”. They must balance: focusing on better results alone (high impact) will not overcome a more difficult care process (low feasibility).
- Discuss benefits of selecting “quick hits” for first QI opportunity
- Discuss whether selected opportunities were easily perceived, or uncovered with application of PE³TS criteria.

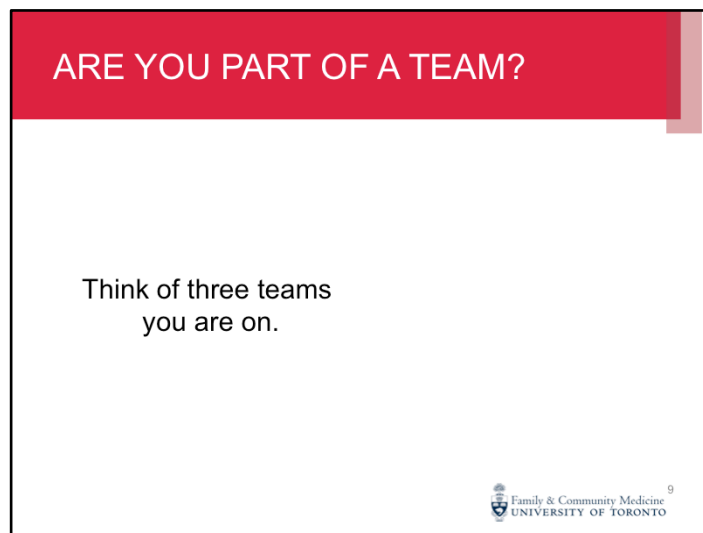


Prompts:

- Ask if everyone is happy with the opportunity they have selected.
- Ask if a quality-focussed approach would address the issues affecting the patient they identified as receiving less than optimal care at the beginning of this module.

Team Form

QUALITY IMPROVEMENT



Reflection:

Identify 3 teams you have been on, and where each is in their life cycle.

Workbook:

- Exercise
- Characteristics of each stage are outlined

Prompts:

- Current team participation is more useful than past team membership.
- Do not restrict thinking to professional lives. Think sports teams, entertainment committees, volunteer work, political work, involvement in children's activities.

Time permitting:

- Encourage discussion of roles participants played on each of their teams.

1. IDENTIFY STAKEHOLDERS

For your QI opportunity:

- Identify your project's stakeholders.

Workbook Activity:

Identify stakeholders for QI initiative.

Prompts:

- Refer to definitions on workbook
- Encourage discussion among participants.
- Encourage broad thinking – better to include too many at this point than omit someone who turns out to be very important to a project.

Time permitting:

- Ask how they can be sure they have identified all stakeholders.
- Encourage discussion of how to prioritize stakeholders, and how to approach them for assistance.

2. COMPLETE STAKEHOLDER ANALYSIS

For your QI opportunity:

- Conduct a stakeholder analysis.

Workbook exercise:

Analyze stakeholders.

Prompts:

- Power and Influence – consider political influence, budget control, professional respect.
- Support & commitment – consider interest in improving practice, interest in subject focus of QI initiative, patient focus, attitude to change, attitude to work in general.
- Skill set/expertise – consider relevance to QI initiative.
- Need for/vested interest in: consider impact of the QI work itself, Aim Statement, impact of expected outcome.
- Stage of Change – to be left blank for now.
- Don't forget support staff, patients, stakeholders outside of practice, coach for QI initiative.

Homework: this exercise is to be completed as homework.

4. DESCRIBE ROLES NEEDED ON TEAM

For your QI opportunity:

- Is there anyone you forgot?

Workbook exercise:

Check categories of those needed for QI work.
Review stakeholder list for any omission.
Complete stakeholder list as necessary.

Prompts:

- Encourage discussion about which categories were missed.

Time permitting:

- Discuss communication strategies that participants might employ to engage stakeholders.

5. SELECT YOUR QI TEAM

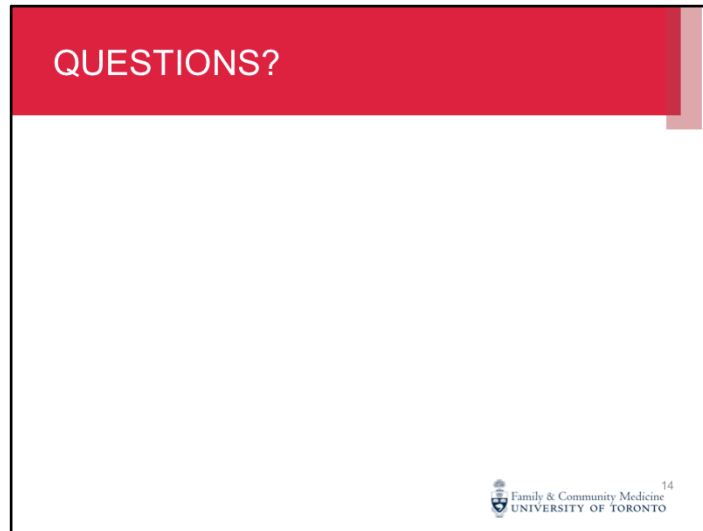
- Identify teams for your QI initiative.
- Describe the roles each will play.

Workbook:

Homework assignment:

Name QI Team, and identify the roles each will play in the QI work

- Team members are stakeholders. If a participant thinks of someone new, they must be included in stakeholder analysis. (Note that completion of stakeholder analysis is also a homework assignment from this module.)
- Consider roles throughout the QI initiative: planning PDSAs, engagement of other stakeholders, communications, conducting the test, collecting data, analyzing data, and facilitating each of these actions.
- Participants may wish to revisit this exercise once they have completed this course and gained a fuller understanding of the scope of QI work. This first draft of the team will serve as a valuable base.



Homework:

Ensure understanding of the 2 homework assignments from this module:

- Complete stakeholder analysis.
- Identify QI team members.

Prompts:

- Any questions about the team life cycle?
- Do you feel comfortable picking your team?
- Have you identified roles on the team, without knowing who the individual will be? How will you identify them?
- Do you feel competent to develop communications strategies to engage your stakeholders?