

4 Choosing Opportunities for Improvement

Learning Objectives:

After engaging in this session, you will be able to:

- Describe and evaluate your practice.
- Identify perceived opportunities for improvement in your practice.
- Apply the QI Framework and QA approaches to identify previously unperceived quality improvement opportunities in your practice.
- Prioritize opportunities for improvement
- Select a QI opportunity at the system level to initiate your QI journey.

Visualize a patient who might have been able to receive better care.
Note the patient's name or initials:

Four Steps to Choose a QI Project:

1. Describe the reality of your practice.
2. Identify perceived opportunities for improvement.
3. Apply Quality Improvement Framework parameters to identify unperceived needs in your practice.
4. Prioritize and select an area you would like to improve.

Step1. Describe the Reality of Your Practice

Use the “5 P’s of Practice”

- **Purpose**
 - Why does your practice exist?
- **Patients**
 - Age distribution
 - Numbers
 - Disease indicators
 - Most frequent diagnoses/conditions, referrals,
 - Most time-consuming/challenging users of practice
 - Determinants of health
 - Place of residence/ **P**ets
 - R**ace/ethnicity/culture
 - O**ccupation
 - G**ender
 - R**eligion
 - E**ducational level
 - S**ocio-economic status
 - S**ocial capital/social exclusion
- **Professionals**
 - Professionals and staff you work with in your practice
 - Other professionals you collaborate with in your community
- **Processes**
 - Flow charts routine processes
 - Patient cycle time
 - Days/hours of operation
 - Appointment types
 - Appointment duration
- **Patterns**
 - What culture do you observe?
 - Is the practice “service oriented?”
 - Are the staff happy?
 - What priorities govern people’s activities?

Step 2. Identify **perceived opportunities for improvement.**

Based on this review of your practice, where do you see opportunities for change that would result in an improvement? <i>List as many as you can identify. These will be refined and prioritized through the course of the Quality Improvement curriculum. At this point think of general areas of focus, not specific change ideas.</i>	
Perceived Opportunities for Improvement	
<p>Purpose:</p> <ul style="list-style-type: none"> ▪ Identify any Performance Gaps. ▪ Where are you not meeting recognized best practices? ▪ When do you feel unable to meet patients' needs? ▪ If your practice were to be accredited would your policies and procedures be satisfactory? 	
<p>Patients:</p> <ul style="list-style-type: none"> ▪ Identify patients at High Risk. ▪ Identify patients without resources (human or financial). ▪ What will positively impact patients? 	
<p>Professionals:</p> <ul style="list-style-type: none"> ▪ Insufficient clinical patient time ▪ Excessive time spent coordinating care ▪ Need for administrative support for clinical time or non-acute care ▪ Resources needed to manage practice ▪ Aspect of care challenging or problematic for health care team 	
<p>Processes:</p> <ul style="list-style-type: none"> ▪ Lack of after hours coverage ▪ Lost lab reports ▪ Problem prone processes ▪ Excessive waiting ▪ What bottlenecks, waste, waits and/or other inefficiencies could be eliminated? 	
<p>Patterns:</p> <ul style="list-style-type: none"> ▪ Service culture. ▪ Happy place to work. ▪ Priorities that govern activities. 	

Step 3. Apply the QI Framework to identify **unperceived** opportunities for improvement.

6 Criteria of the QI Framework: Unperceived Opportunities for Improvement	
P atient-Centered	
E fficient	
E quitable	
E ffective	
T imely & Accessible	
S afe	

Step 4. Prioritize and select an area you would like to work on.

Map the opportunities on an Impact/Feasibility grid.
(At this stage, you are mapping the areas of focus you are interested in – not specific ideas for change)

The diagram shows a 2x2 grid for mapping opportunities. The vertical axis is labeled 'IMPACT' with an upward-pointing arrow, with 'High' at the top and 'Low' at the bottom. The horizontal axis is labeled 'FEASIBILITY' with a rightward-pointing arrow, with 'Easy' on the left and 'Hard' on the right. The grid is defined by a vertical line and a horizontal line, creating four quadrants.

What is your prioritized Opportunity for Improvement for your QI project?

If the new process does not make life easier for providers,
it will not work –
EVEN IF it provides better outcomes.

6 QI Team Form – Starting Up

Learning Objectives:

After engaging in this session, you will be able to:

- Define the concept of team
- Differentiate stages of team development
- Identify stakeholders in your QI initiative.
- Perform a stakeholder analysis.
- Strategize engagement of stakeholders.
- Describe the roles needed on your QI team.
- Select your QI Team

Team:

- A team is a small number of people with complementary skills, committed to a common purpose, a set of performance goals, and an approach for which they hold themselves mutually accountable.
- Team leadership is shared. At different times each member of the team may demonstrate a leadership role.
- Team members are responsible to each other, and see the team as accountable for the work products.
- Teams have meetings that encourage lively, open-ended discussion and active problem-solving.
- Teams discuss, decide, and do the real work together.
- Teams provide collective work products where credit is shared.

Notes:

Life Cycle of a Team:

		Notes
<p>Form Building Relationships</p>	<p>Teams are motivated but uninformed.</p> <ul style="list-style-type: none"> ▪ Gather the right people. ▪ Assess roles. ▪ Avoid conflict & controversy. ▪ Perform stakeholder analysis. ▪ Create acceptance through mutual respect. 	
<p>Storm Team Growth</p>	<p>Teams are confronting differing ideas and perspectives.</p> <ul style="list-style-type: none"> ▪ Demonstrate professional standards. ▪ Resolve conflict effectively. 	
<p>Norm Develop Work Plan</p>	<p>Teams are letting go of individual goals.</p> <ul style="list-style-type: none"> ▪ Establish team goals. <ul style="list-style-type: none"> - Specific - Measurable - Attainable - Relevant - Time-bound ▪ Negotiate contributions. 	

		Notes
Perform Action!	<p>Teams are creating an optimal team dynamic.</p> <ul style="list-style-type: none"> ▪ Caring ▪ Confronting ▪ Catalyzing 	
Transform Action!	<p>A knowledge-creating team.</p> <ul style="list-style-type: none"> ▪ Synergy: Team actions exceed individual capabilities. ▪ The team learns from within. 	
Adjourn Celebrate and Share	<p>Team’s performance sets the standard for the next team.</p> <ul style="list-style-type: none"> ▪ Celebrate your accomplishments. ▪ Let go; move on. 	

Are you part of a team?

List three teams you are a member of:	Note the life stage of each:

Form Your QI Team:

Step 1. Identify Stakeholders:

A stakeholder is any person or group that can claim the project's attention, resources or its deliverables, or is affected by its output.

- Stakeholders may or may not be part of your organization.
- Your QI project team will be a subset of your stakeholders.

List <u>all</u> Stakeholders for your QI Initiative:		
	Name:	Role:
<p>Patrons of QI Initiative</p> <ul style="list-style-type: none"> ▪ Sponsors: <ul style="list-style-type: none"> - Have authority - Validate project - Provide resources - e.g. FHT Physician Leader or Executive Director ▪ Champions: <ul style="list-style-type: none"> - Passionate & enabling - Represent users - e.g. you 		
<p>Users of QI Initiative</p> <ul style="list-style-type: none"> ▪ Benefit from successful outcomes of QI project. <ul style="list-style-type: none"> - Directly or indirectly ▪ Includes patients and their families 		
<p>Advisors on QI Initiative</p> <ul style="list-style-type: none"> ▪ Experts on subjects within the scope of the project. ▪ e.g. individual with QI experience 		
<p>Specialists for QI Initiative</p> <ul style="list-style-type: none"> ▪ Have unique skills that contribute to products of the project. ▪ e.g. form designer, IT expert 		

Step 3. Strategize

Engage stakeholders to:

- Get the right people on, and behind, the project.
- Help manage relationships.
- Plan communications, initially and ongoing.
- Optimize project outcomes.

1. Who do you want to maintain linkages with, although they are not part of the team?
 - Individuals who would have been great to have on the team, yet unable or unwilling to commit
 - Stakeholders with power or influence
 - Need a communication strategy
2. Who do you have to “contain” as a possible adversary to your project?
 - Identify source of resistance if possible.
 - Develop a communication plan.
 - Use data to support your position.
 - Strategize to build your power base.
3. Who do you want on your team?
 - Members representing a balanced skill set as per your analysis.
 - “Agreeable” personalities
 - Members who are prepared to make a commitment to participate
 - Members who are not “oversubscribed” to a lot of project activity

Step 4. Describe roles needed on your QI team:

Indicate (√) who you might need:

Audiologist		Chiropodist		Chiropractor	
Dental Hygienist		Dental Surgeon		Dental Technologist	
Denturist		Dietician		Massage Therapist	
Medical Laboratory Technologist		Medical Radiation Technologist		Midwife	
Naturopath/Drugless Practitioner		Nurse		Occupational Therapist	
Optician		Optometrist		Pharmacist	
Physician & Surgeon		Psychologist		Respiratory Therapist	
Speech Language Therapist		Veterinarian		Other:	
Other:		Other:		Other:	

