RAPID CYCLE CHANGE: MODEL FOR IMPROVEMENT

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MENTORS FOR QUALITY
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TRUE OF FALSE?

• Quality/Performance Improvement owns improvement work
• You can’t do improvement work without fully engaging physicians
• Minimize planning; you will learn from testing the change
• Bigger tests of change are important because you learn more
• The faster you do your tests of change, the sooner you will learn and come closer to achieving your aim
What are we trying to accomplish?

How will we know that a change is an improvement?

What change can we make that will result in improvement?

Model For Improvement

AIM

MEASURE

Selecting Change

Small Tests of Change
BUILDING YOUR TEAM

• Determine the type of team:
  • Project team: have a special focus and are temporary
    • Examples include improvement teams
  • Ongoing or functional work team: established teams that are permanent or long standing
    • Examples include your department team, committees, management teams, etc.
MULTIDISCIPLINARY TEAMS

- Include key stakeholders from different departments and specialties
  - Leaders and front-line staff
  - Possess the knowledge and skills to accomplish the goals/purpose
- Include key opinion leaders who are well-respected and supportive of the need to change
- Include a sponsor who can help remove barriers and move the project forward
TEAM ROLES

• **Sponsor**: A leader with decision making authority who reviews and supports team efforts; maintains overall responsibility, authority, and accountability.

• **Team Leader/Process Owner**: Has a view of the entire process and accountability for achieving objectives.

• **Facilitator**: Understands performance improvement methodology and coaches the team; orchestrates team activities.

• **Team Members**: Share knowledge, skills, experience, and expertise while working to accomplish the team’s goals.
What are we trying to accomplish?

How will we know that a change is an improvement?

What change can we make that will result in improvement?

AIM

MEASURE

Selecting Change

Small Tests of Change
BRAINSTORMING
PRIORITYIZATION

Kick out

Possible

Challenge

Implement

Impact / Benefit

Effort / Cost
THE PDSA CYCLE

Act
- Ready to implement?
- Try something else?
- Next cycle

Plan
- Objective
- Questions & predictions
- Plan to carry out: Who? When? How? Where?

Study
- Complete data analysis
- Compare to predictions
- Summarize

Do
- Carry out plan
- Document problems
- Begin data analysis

“What’s next?”
“What will happen if we try something different?”
“Did it work?”
“Let’s try it!”
SMALL TEST OF CHANGE

- Plan-Do-Study-Act
- Can you test your changes in a safe environment?
- Tests can include:
  - Limited period of time
  - Limited area (1 unit), or a single staff member
  - Simulation to validate the method before you change a patient process
BENEFITS OF PDSA

- Engages staff
- Discovers glitches prior to full implementation
- Improves upon the original ideas/plans
- Increases likelihood of success
- Considers the real environment
- Obtains confirmation before commitment
- Ensure estimated outcomes are measurable and achievable
The Value of “Failed” Tests

“I did not fail one thousand times; I found one thousand ways how not to make a light bulb.”

Thomas Edison
COMMON TRAPS

- Plan Do, Plan Do
- Do Act, Do Act
- No testing, only data collection
- No ramps of tests, random PDSAs
- Undisciplined PDSAs, no documentation
- Prediction – what are we going to learn
- Beware of Cycles longer than 30 days
PDSA VIDEO
PDSA: Planning small tests of change

In order to accomplish your AIM, what ideas are you going to test in your organization?

PLAN: What will happen if we try something different?
DO: Let’s try it! Describe what actually happened when you ran the test
STUDY: Did it work? Describe the measured results and how they compared to your predictions
ACT: What’s next? Describe what changes to the plan will be made for the next cycle

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<thead>
<tr>
<th>Small tests of change</th>
<th>What do you need to test this idea?</th>
<th>Who will be involved in the tests?</th>
<th>How will you educate/inform the participants?</th>
<th>Where will the test occur?</th>
<th>When will the test occur?</th>
<th>How will you know it is successful?</th>
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When will you compare what happened to what you predicted? When will you decide what to do next?

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<tr>
<th>Small tests of change</th>
<th>What did you predict will happen?</th>
<th>What happened?</th>
<th>What are the next steps?</th>
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LEARNING LOOPS