



**Department
of Health**

Bootcamp QI 101

Class 4: How to Build a Quality Improvement Project

Reminder about Basic Zoom Functions

A screenshot of a Zoom meeting grid with 15 participants. The participants are arranged in a 3x5 grid. Each participant's name is visible at the bottom of their video tile. The participants are: Project ECHO CQI, Jennifer Lee, Kevin, Shaymey Gonzalez, Jane Caruso, Dione Dowdell, Barbara Boushon, Lori DeLorenzo, Kehmisha Reid, and others. The Zoom control bar is visible at the bottom, with several icons highlighted by red arrows pointing to callout boxes. The callout boxes are: 'Mute/Unmute' pointing to the Mute icon, 'Video On/Off' pointing to the Stop Video icon, 'List of Participants' pointing to the Participants icon, 'Chat Room' pointing to the Chat icon, 'Reactions' pointing to the Reactions icon, and 'Leave Zoom' pointing to the Leave icon.

Mute/Unmute

Video On/Off

List of Participants

Chat Room

Reactions

Leave Zoom

Good Practices for Zoom Participation

- + **Re-label your Zoom tile** to state your name
- + **Keep video on** and mute your line when needed
- + **Use the chat room** to ask for clarifications, post questions, or share your wisdom



Please be reminded that we will record our session for later replay!

Picture Consent



- You allow us to take pictures from our training events and post them on SharePoint
- You have the right to revoke your consent for pictures that are publicly posted
- At no time will individual names be used to identify you, unless you sign the appropriate release form

Learning Objectives for Today

By the end of this class, you will have a better understanding of

- The steps of the Plan, Do, Study, Act (PDSA) Cycle
- The application of these steps
- How to use step measures effectively
- Learning from your successes and failures

Recap from Class 3

- We have reviewed the infrastructure you need to have a strong clinical quality management program
- You have a better understanding of what tools to use in various steps in your improvement voyage
- You have used your own data and processes to look for things to improve

Homework Review

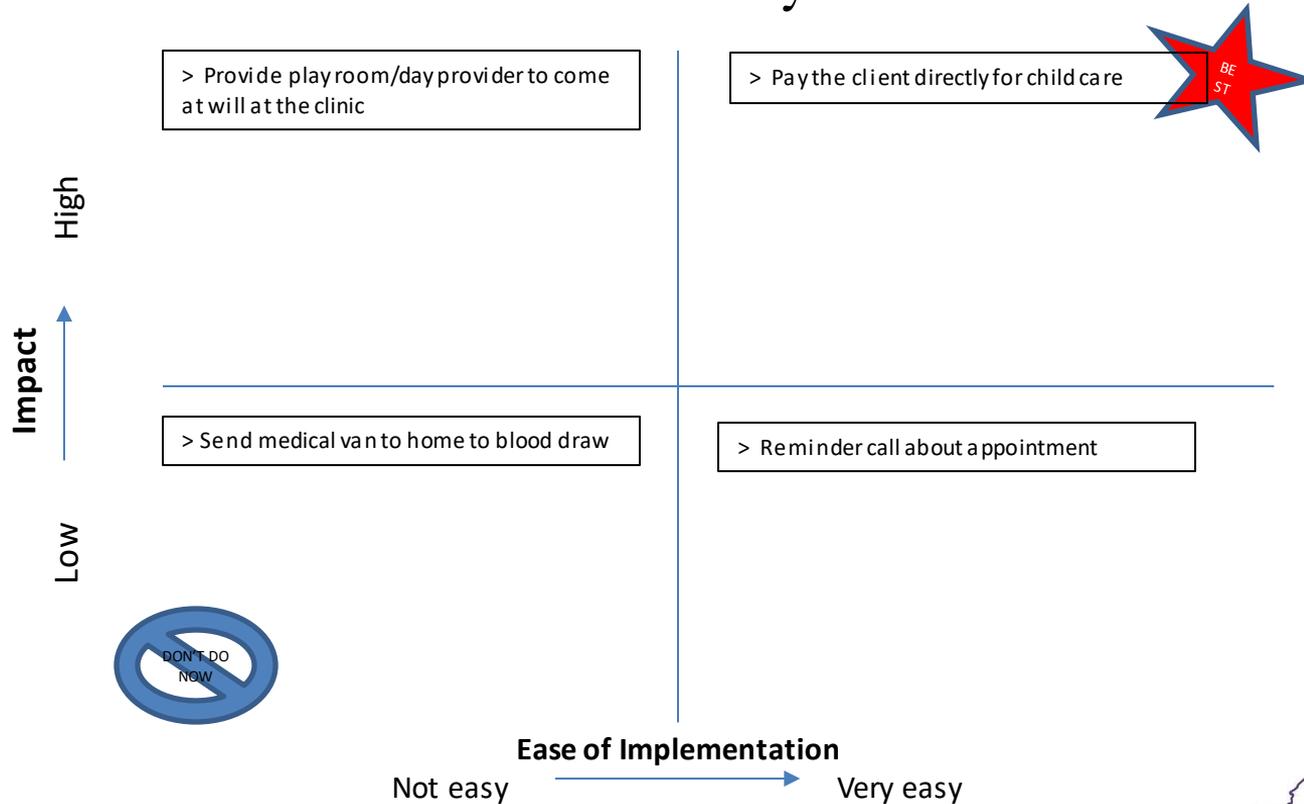


Switching Gears – Real World Example

Real World Example: Prior to the PDSA

- Data analysis shows that the viral suppression rate for women ages 25 to 35 is 20% less than the clinic's overall viral suppression rate
- Doing a deeper dive into the data, you saw that:
 - Lab tests are not done quarterly
 - The women least suppressed have children from ages 2 to 13
 - They are one parent households
- An interdisciplinary team did a brainstorm and decided to test the idea of paying for childcare during the medical appointment

Fillable Priority Matrix



Real World Example: Plan Cycle

- The first test group consisted of three, non-suppressed women
- We decide to issue a check for \$10 to the client for childcare
- We track their attendance and viral load for a year

Real World Example: Do Cycle

- We decided to pay for childcare
 - However, HIV/AIDS Bureau's Policy Clarification Notice 16-02 requires we pay for childcare by check to the care provider
 - A check is issued to the babysitter at the end of the clinic visit
- Our step measures are:
 - Percent of clients making their appointment on time
 - Percent of clients submitting to blood draws for viral load tests

Real World Example: Do Cycle

- The client's viral load is tracked over time
- Our hypothesis is

If a client makes their clinic appointments, they will become virally suppressed within 90 days

- Clients that are still not suppressed after 90 days are referred for additional testing

Study Cycle

- Compare the data you have to your hypothesis (if we do this, then this will happen)
- What do the step measures (data) tell you
 - Were your observations in keeping with your expectations?
 - Were they different? How so?
 - What area would you examine further?

Failures are Learning Opportunities

“I have not failed. I've just found 10,000 ways that won't work.”

— Thomas A. Edison

Each test gives you more information

Real World Example: Study Cycle

- Both step measures can be readily tracked with a run chart
- What other graphs can you apply to this data?
- Does this data seem to support our hypothesis?

Percent of clients making their appointment on time	33%
Percent of clients submitting to blood draws for viral load tests	33%

Act Cycle

- Based on the analysis in the Study Cycle; what needs to be changed for the next test?
 - The data told you something
 - Does it support your hypothesis?
 - Can refinements be made?
- After one test you cannot adopt the change and roll it out
- Remember PDSA Cycles are iterative, meant to instill confidence that the change will lead to improvement, and learning opportunities

Act Cycle

- The review of your results should lead to two things:
 - Continue as is
 - Modify the test
- Unless the testing is a failure, try one or two more times; any number of events could have confounded your first test
- Scrapping the test means rethinking your hypothesis or testing another of the change ideas

Real World Example: Act Cycle

- Based on the real-world data, what changes – if any – would you make?
- Do you move forward with the next test cycle?
- Do you expand the test? If so, to how many patients?

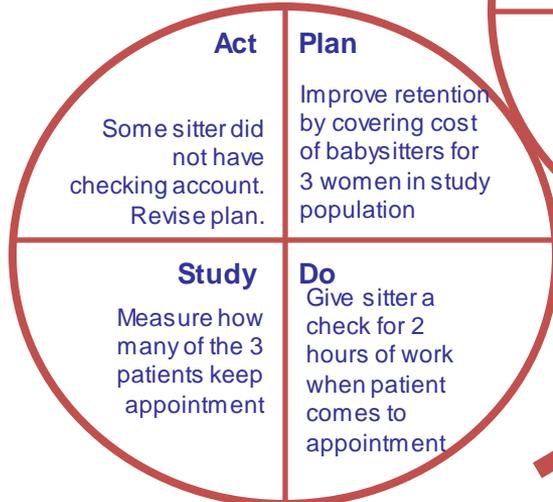
What Does This Look Like

Problem Statement: Woman that had the lowest suppression rates had children between the ages of 2 to 13 and no child care

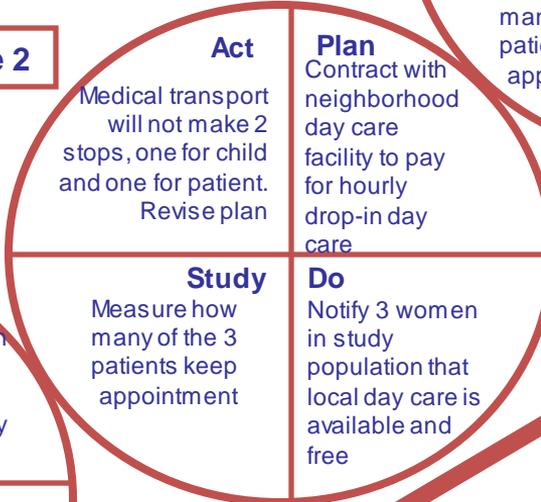
Intervention: Provide child care services to promote better retention, and thus a better opportunity for VLS

Goal: 90% of women in study population will make and keep medical appointment

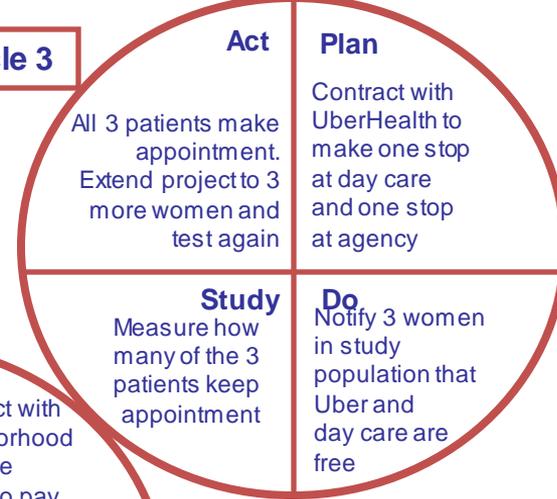
Cycle 1



Cycle 2

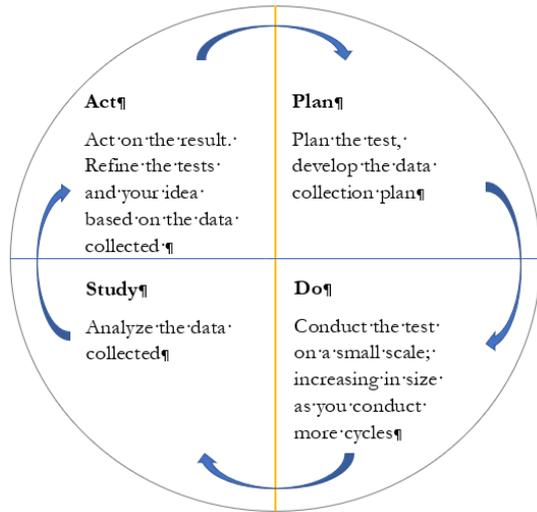


Cycle 3



What Did You Just See?

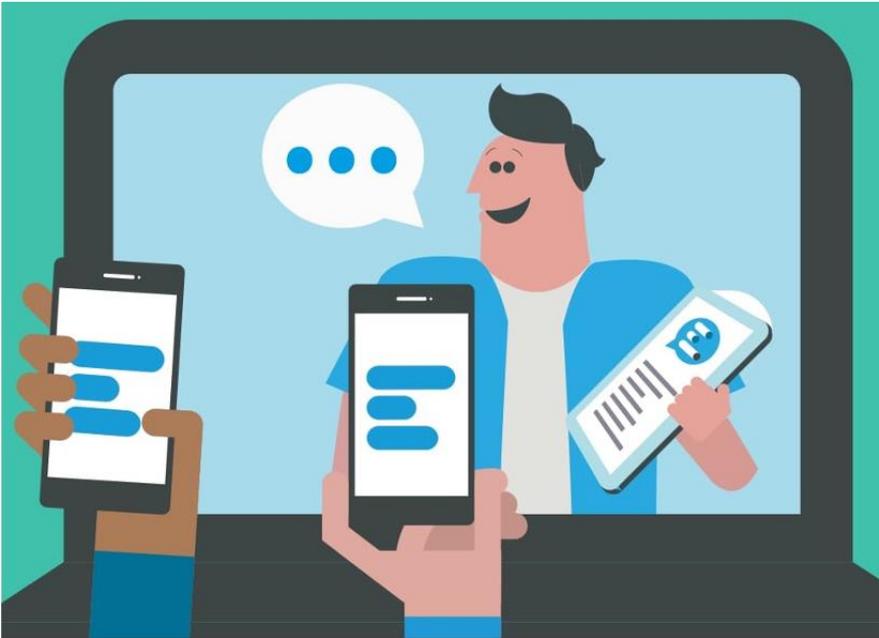
Summary: PDSA Cycle



- Always keep in mind this is meant to be iterative
- Abide by your data as you test
- Carefully consider expanding the test
- If multiple tests failed, you learned (what not to do)
- Listen to the team; those carrying out the test and those analyzing the test
- Multiple test of increasing duration and engagement build the confidence to roll out a change to an organization

Aha Moments and Wrap Up

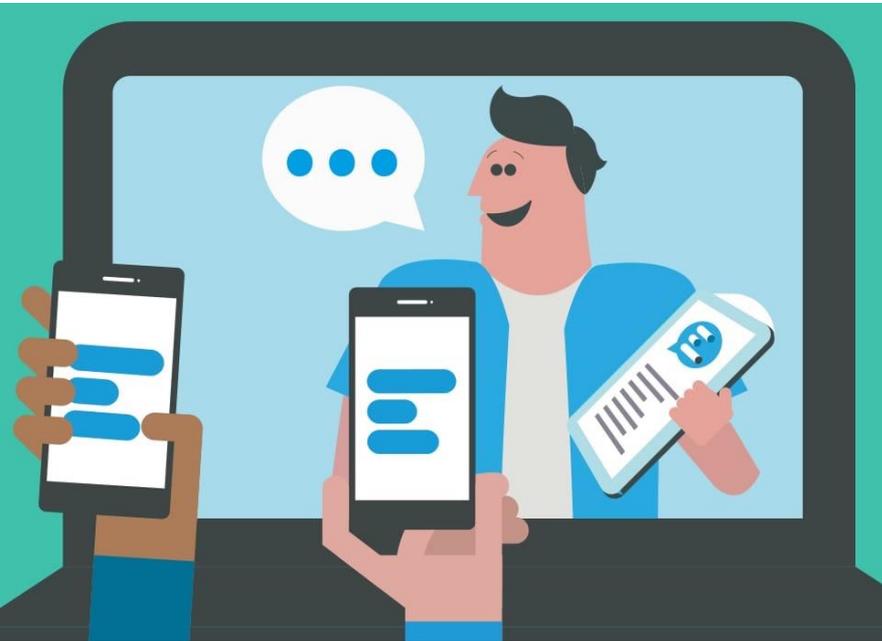
Time for Some Polling Questions



How helpful was today's session to learn about quality improvement?

[Select one]

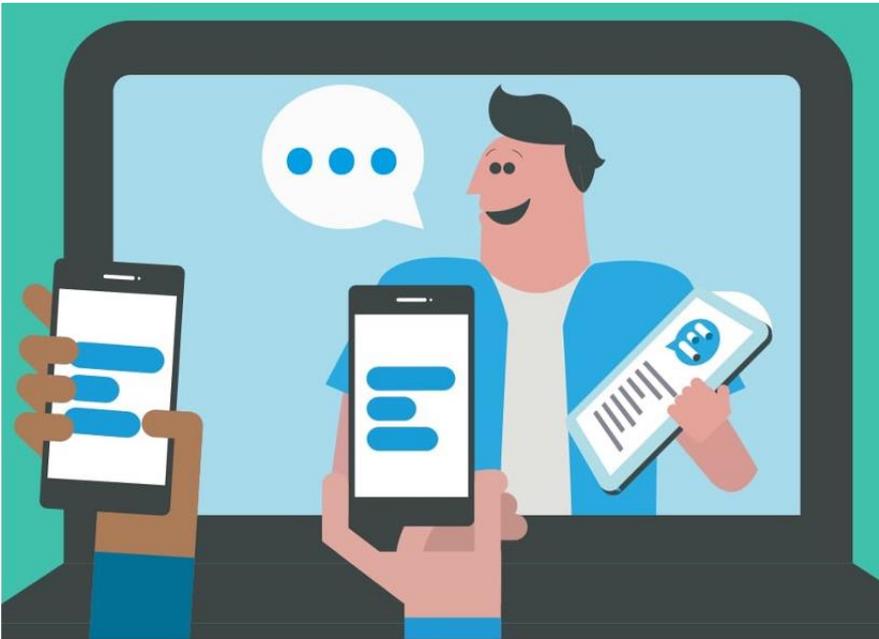
Time for Some Polling Questions



How engaged were you in today's session?

[Select one]

Time for Some Polling Questions



How likely will you implement the lessons learned of this session when working with your programs?

[Select one]



Contact Information

Kevin Garrett, MSW
Senior Manager, CQII
New York State Department of Health
AIDS Institute
90 Church Street, 13th floor
New York, NY 10007-2919
Kevin.Garrett@health.ny.gov