

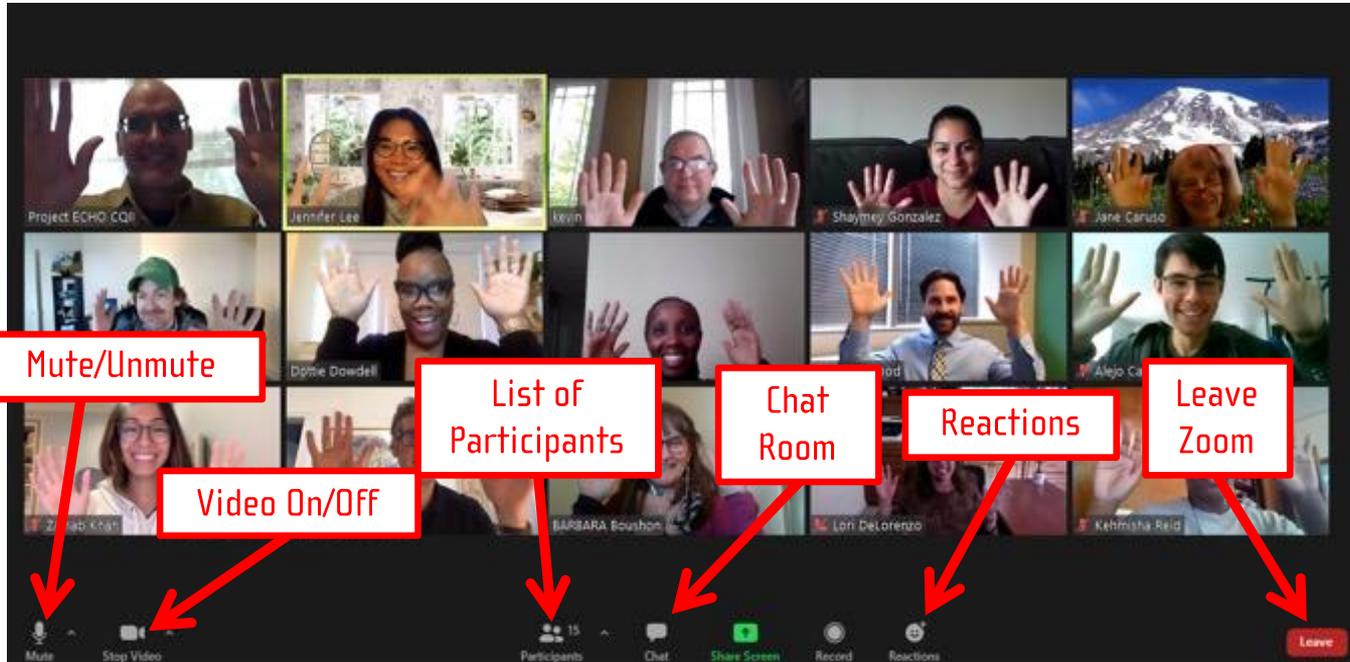


**Department
of Health**

Bootcamp QI 101

Class 4: How to Build a Quality Improvement Project

Reminder about Basic Zoom Functions



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

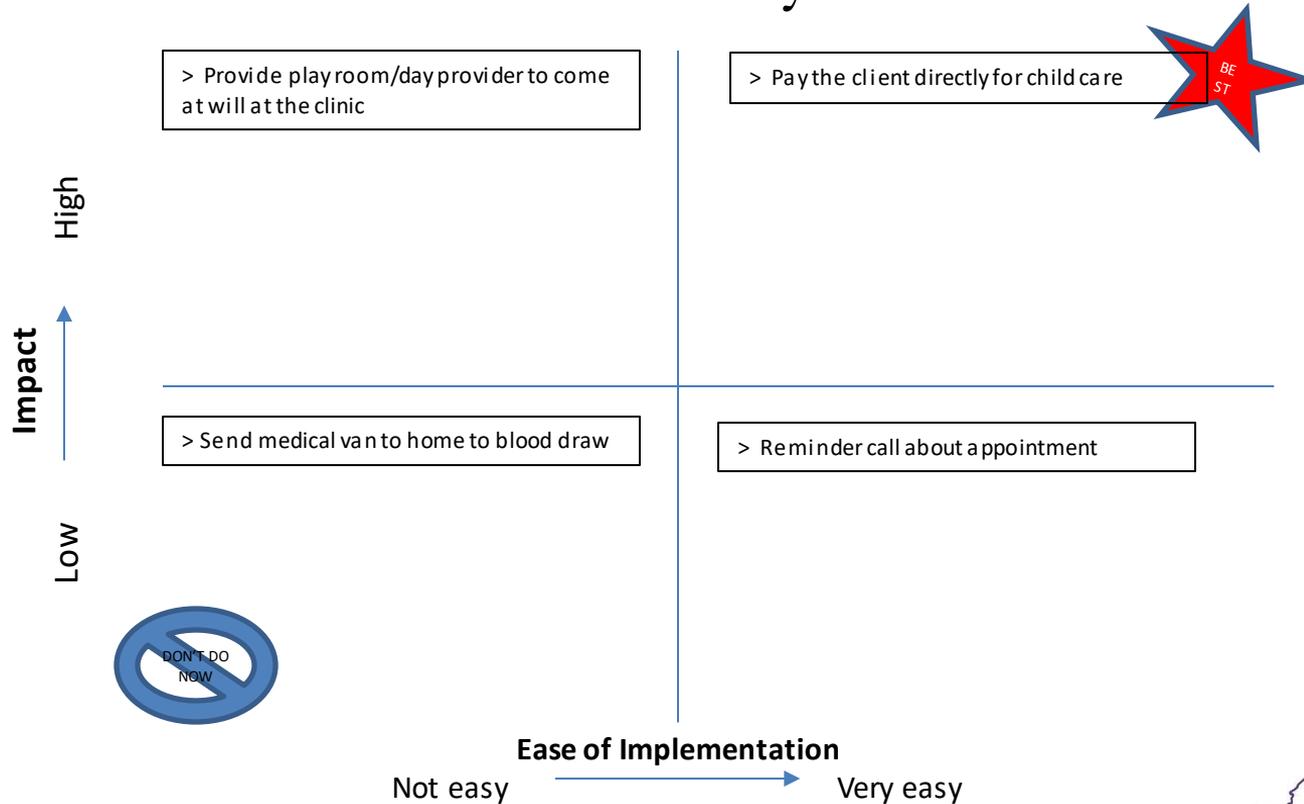


Switching Gears – Real World Example

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?

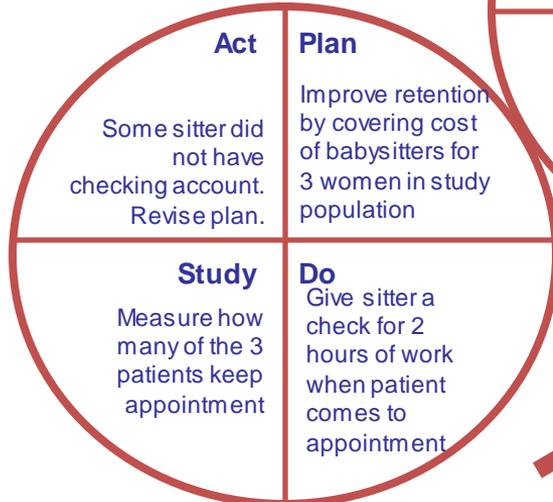
What Does This Look Like

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

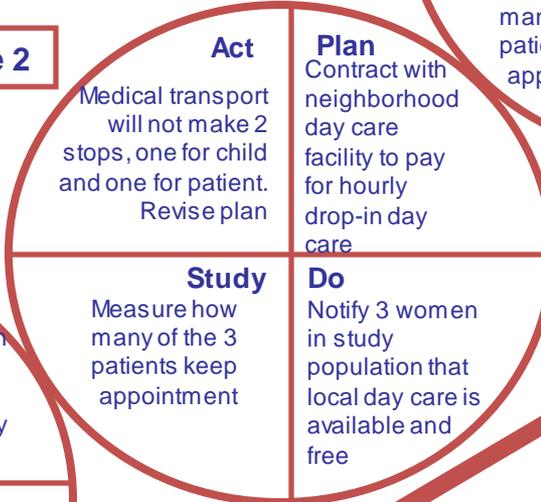
Intervention: Provide child care services to promote better retention, and thus a better opportunity for VLS

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

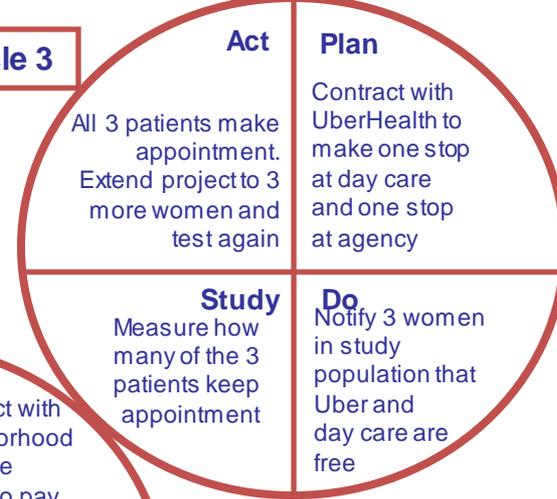
Cycle 1



Cycle 2

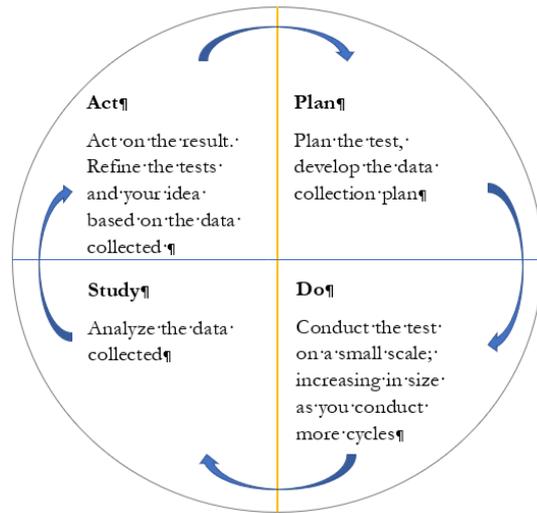


Cycle 3



What Did You Just See?

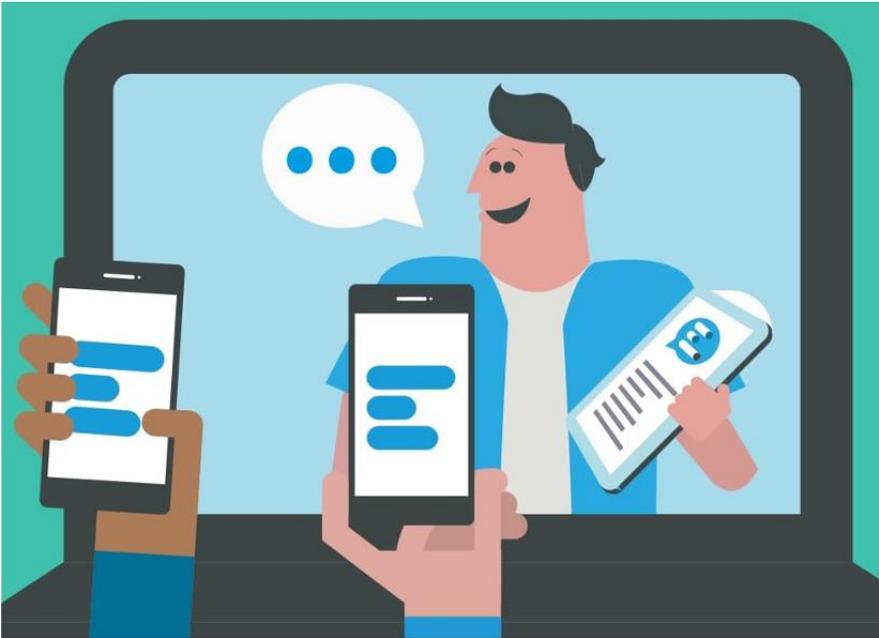
Summary: PDSA Cycle



- 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

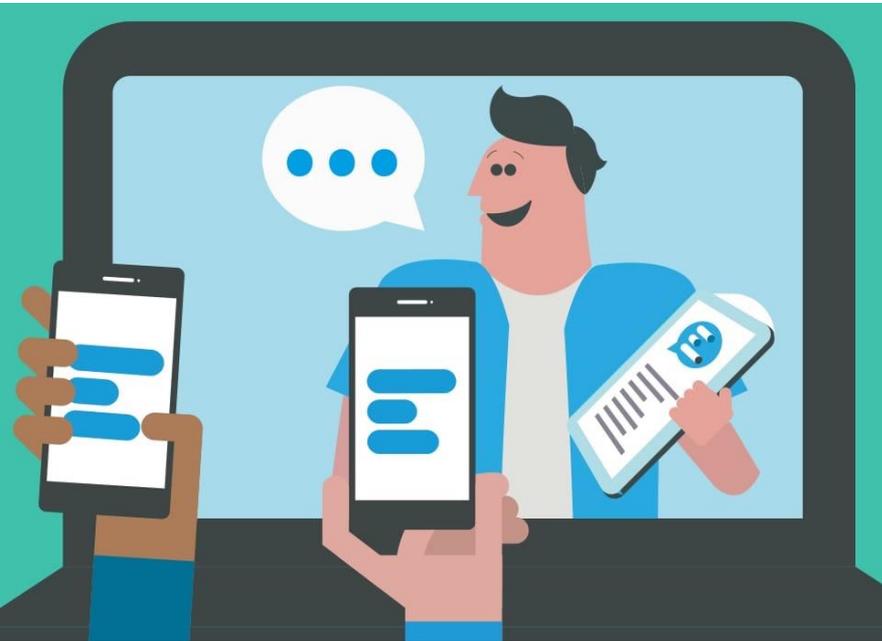
Time for Some Polling Questions



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

[Select one]

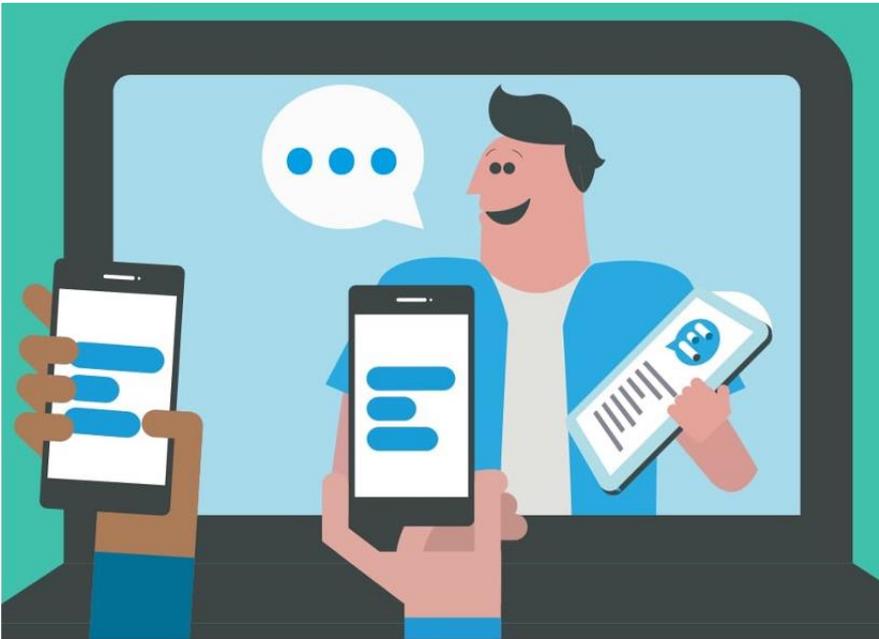
Time for Some Polling Questions



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]



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