



Department  
of Health

# Quality Improvement Bootcamp

## Session One

Ryan White Part B Quality Management Program

**Welcome**

# COMMUNITY AGREEMENT

Be **present**

Actively **participate**

**Ask questions**

Reflect on **your own experience**

Be **respectful** of other's experiences

Seek to maintain a **growth mindset**

**Root in respect**



# DAY ONE AGENDA

- Introductions
- The Model for Improvement
- Identifying a Quality Issue
- Defining a Problem
- Setting an Aim
- Review and Closing

# INTRODUCTIONS

Please introduce yourself with:

- Name & Pronouns
- Agency or Affiliation
- Role
- **Fun Fact**

The Earth is 4.543 billion years old.

Seahorses mate for life.

Australia is wider than the moon.



# **Quality Improvement – The Model for Improvement**



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# THE MODEL FOR IMPROVEMENT

- What are we trying to accomplish?
- How will we know that a change is an improvement?
- What change can we make that we result in improvement?

thinking part



1. Set the Aim
2. Select Measures
3. Develop Change Ideas

## PDSA Cycles

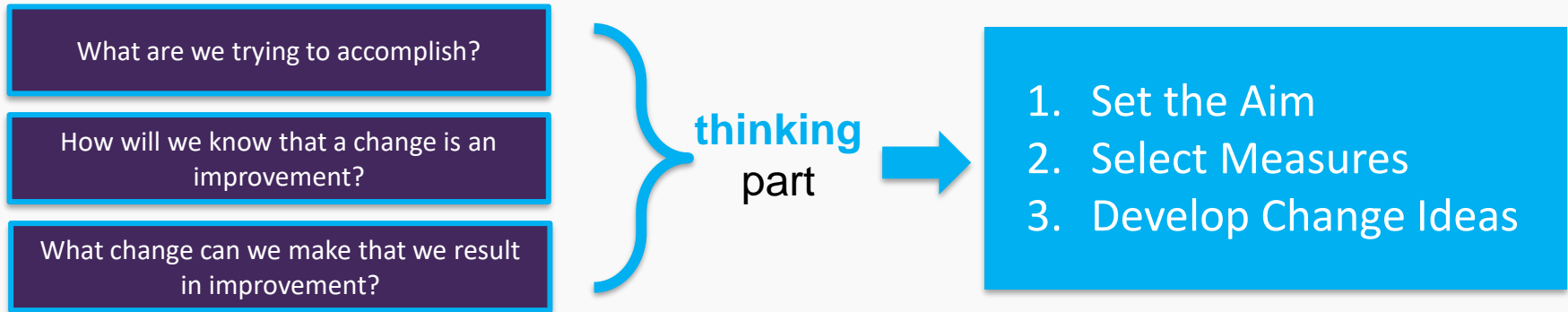


doing part



Four steps for TESTING the change ideas you we develop  
Plan it, try it, observe the results, and act on what is learned

# THE MODEL FOR IMPROVEMENT: THE THINKING PART



The “**thinking**” part of the Model for Improvement uses quality tools to better understand a problem or quality issue and then developing change ideas to address it.



# Question

**Has anyone ever worked on a quality improvement project before?**

**If so, what was it trying to improve?**



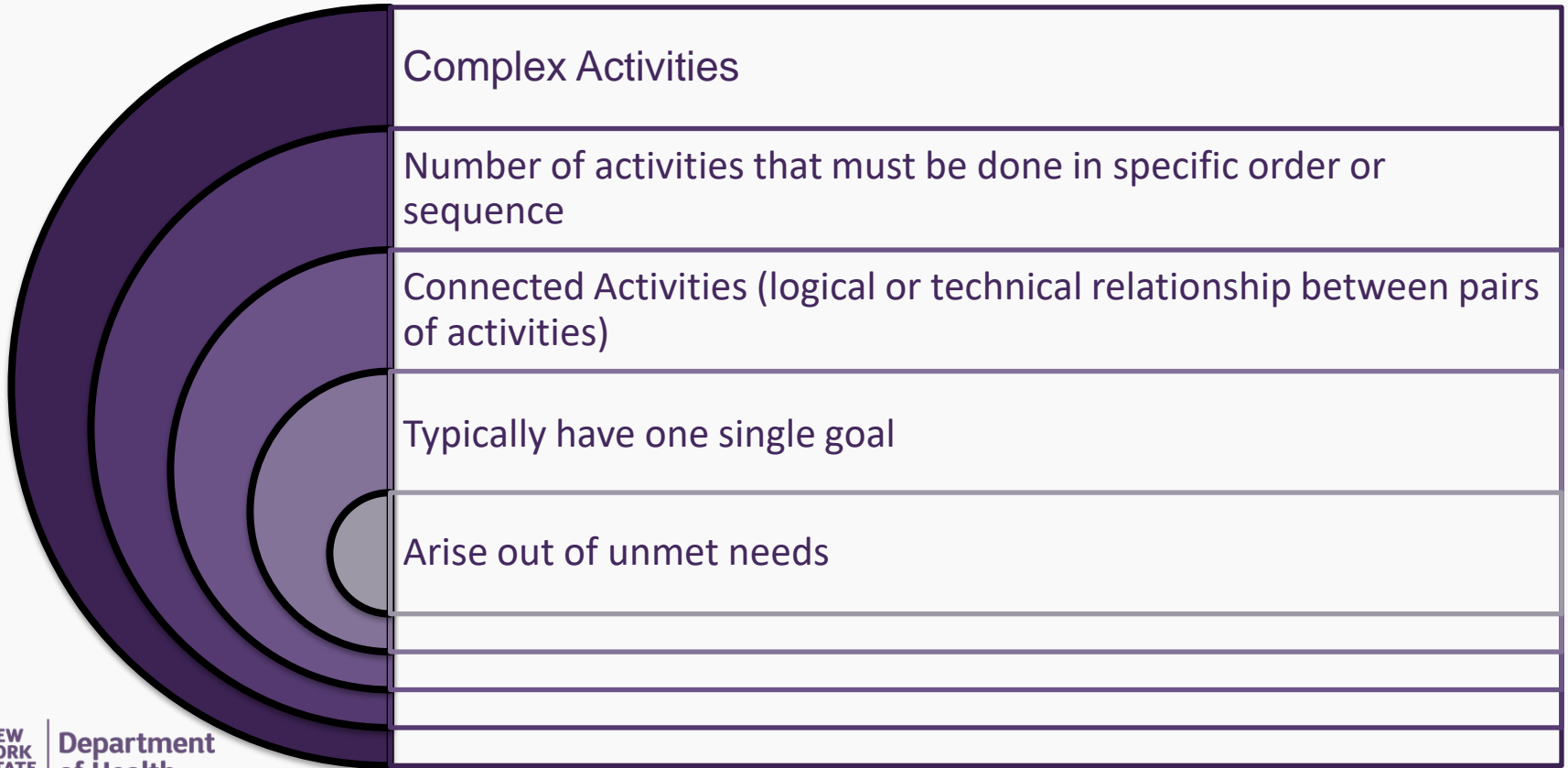
# IDENTIFYING A QUALITY ISSUE



# HOW DO QUALITY IMPROVEMENT (QI) PROJECTS GETS STARTED?



# CHARACTERISTICS OF QI PROJECTS



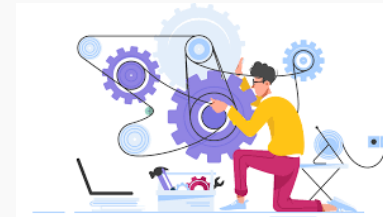
# PROJECTS ARE NOT OPERATIONS

## Projects

- Arise out of an unmet need
- Unique
- Beginning and end
- Single goal
- Limited resources to completion

## Operations

- Work that is the same day after day producing the same results.
- Can be projects within operations, but every day tasks are not projects

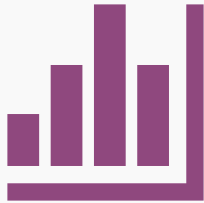


# DEFINING A PROBLEM



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# WAYS TO IDENTIFY A PROBLEM



What people  
are saying!



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# QUESTIONS OR COMMENTS





# PROBLEM STATEMENT ACTIVITY INSTRUCTIONS

**1**

**Introduce yourselves**

**2**

**Discuss some of the problems that you see in your work that could lead to a QI project**

**3**

**Select the Organization**

**4**

**Develop a Problem Statement**

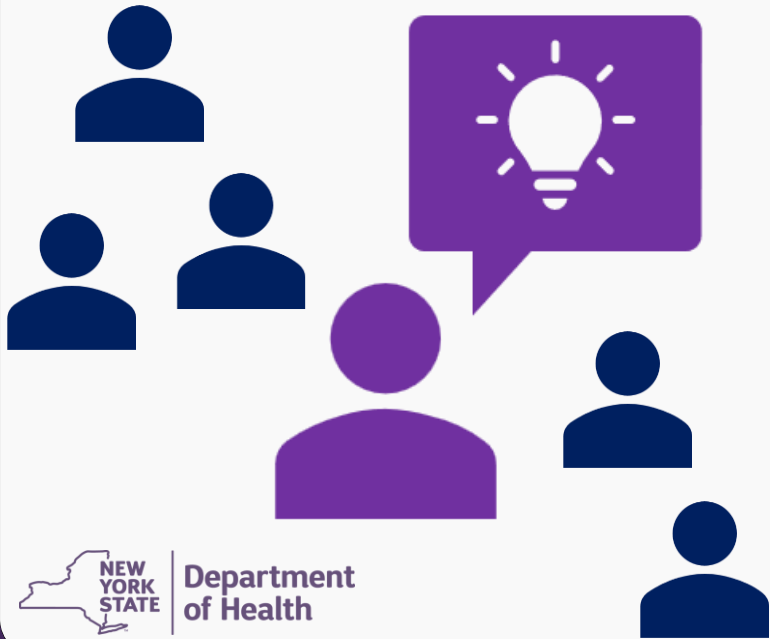


**Document Using the Problem Statement Worksheet**



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# SMALL GROUP ACTIVITY DEBRIEF



Debrief

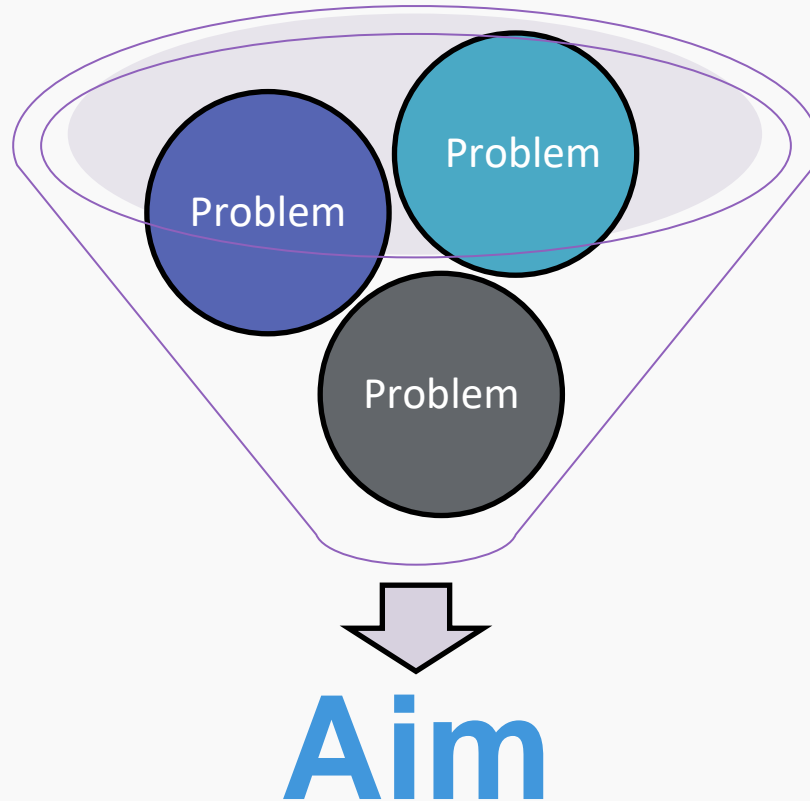


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# **DEVELOPING A PROJECT AIM STATEMENT**



# FUNNEL PROBLEMS TO CONNECT TO QI WORK



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**MAKING THE ABSTRACT TANGIBLE**

# PROJECT AIM

- Provides a vision of what **success will look like**
- Creates the **urgency** to accomplish the goal
- Captures the **voice of those who will be served**
- Provides **alignment** of involved stakeholders
- Keeps the team **focused** on the tasks at hand



# PROJECT AIM STATEMENT

**What?** State the focus of your improvement effort (make sure it relates to the fundamental customer need)

**How good?** Set a numerical goal for outcomes that is ambitious but achievable

**By when?** Specify the timeframe

**For whom?** Name the customers or population of focus. Primary persons to receive benefit?

**Where?** Define the process or system you want to improve



# PROJECT AIM STATEMENT STRUCTURE

[**Who**] will do [**what**] resulting in [**how much improvement**] by [**when**].

By [**when**], [**who**] will do [**what**] resulting in [**how much improvement**].



# PROJECT AIM STATEMENT - EXAMPLE 1

**Original #1:** Staff will be trained on the selected new HIV health education curriculum.

**Improved Example #1:** By year two of the project, Counseling staff will have trained 75% of Social Work educators in XYV organization on the selected HIV health education curriculum.

# PROJECT AIM STATEMENT - EXAMPLE 2

**Original #2:** 90% of youth participants will participate in lessons on assertive communication skills.

**Improved Example #2:** By the end of the school year, district health educators will have delivered lessons on assertive communication skills to 90% of youth participants in the middle school HIV- prevention curriculum.

# QUESTIONS OR COMMENTS



# AIM STATEMENT ACTIVITY INSTRUCTIONS

**1**

Select the Organization

**2**

State the Problem

**3**

Develop an Aim Statement

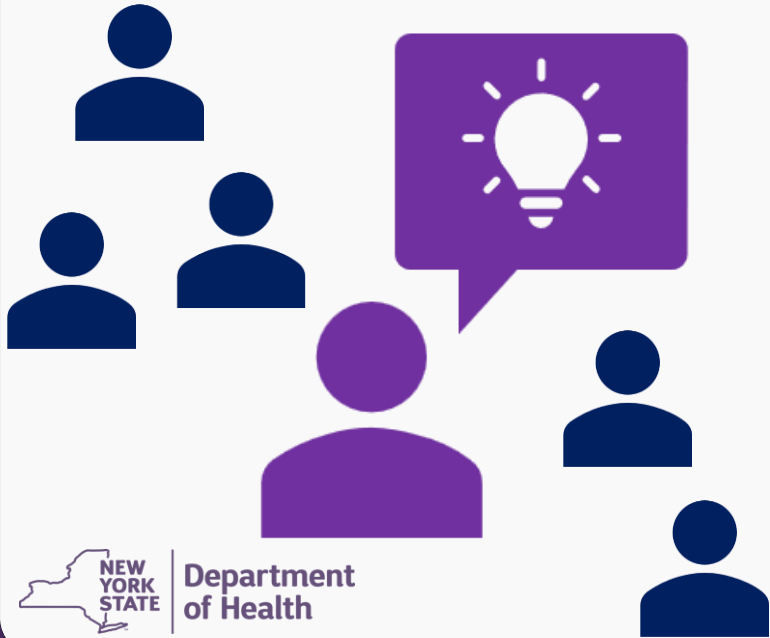


Document Using the  
Aim Statement  
Worksheet



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# SMALL GROUP ACTIVITY DEBRIEF



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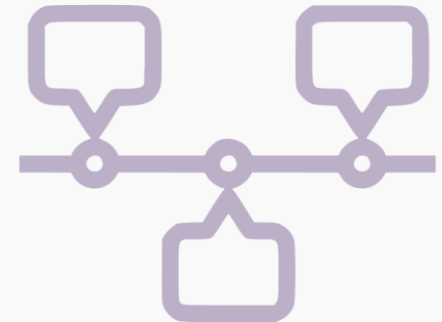
# TIMELINE BREAKOUT ACTIVITY INSTRUCTIONS

1

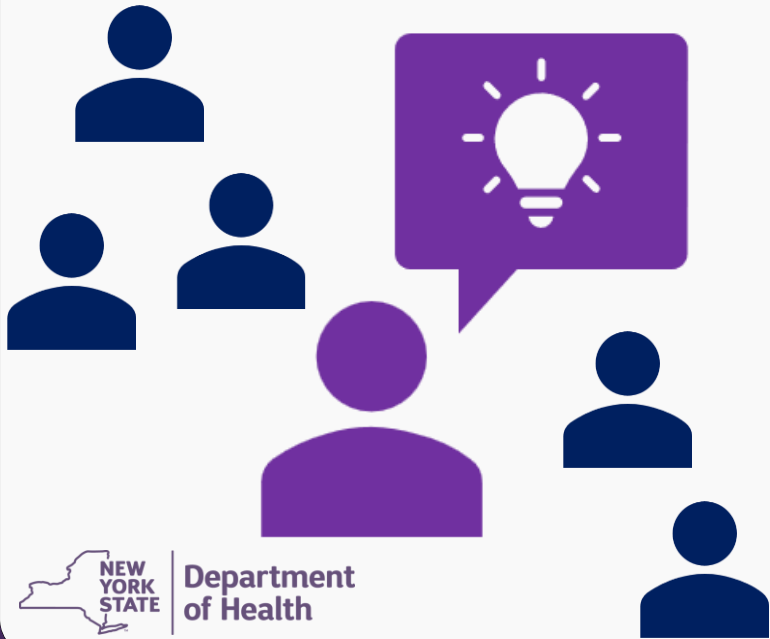
Take the Aim Statement that you developed and think through a sequence of events and build a timeline.



There are several activities or tasks listed. Use these tasks or think of your own that is more relative to your project.



# BREAKOUT DEBRIEF



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# **Quality Improvement – The Model for Improvement**





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## PDSA Cycles

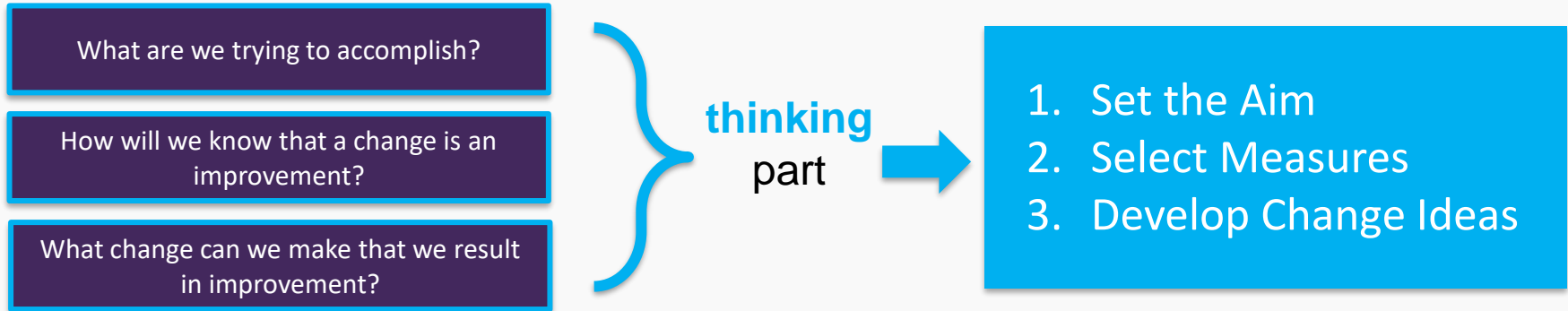


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# THE MODEL FOR IMPROVEMENT: THE THINKING PART



The “**thinking**” part of the Model for Improvement uses quality tools to better understand a problem or quality issue and then developing change ideas to address it.

Today, we focused on the first two pieces!

# QUESTIONS OR COMMENTS



# AHA MOMENTS

Thinking back over today's information and materials, is there anything from today that produced an **“aha”** or **“lightbulb” moment** where something made more sense than it did before or something new helped you to better understand?



**Thank You**