Quality Improvement (QI) Learning Academy
February 18, 2021

HEALTHY start
TA & SUPPORT CENTER

NICHQ
National Institute for
Children's Health Quality

Agenda

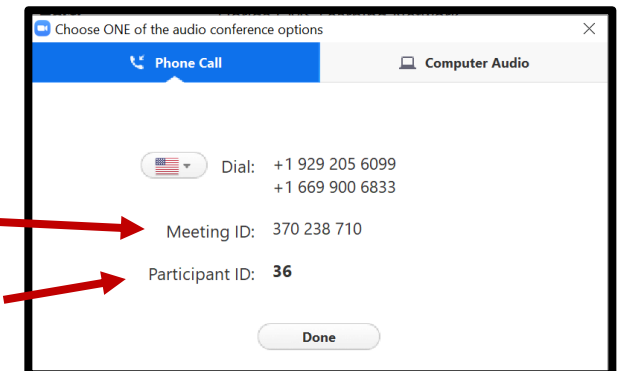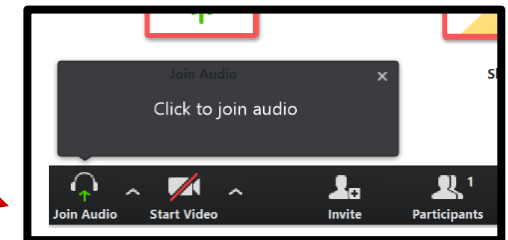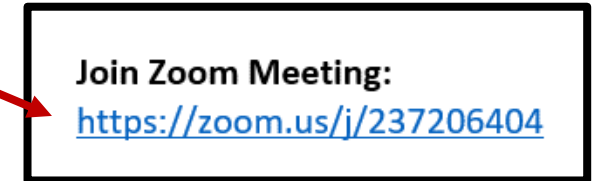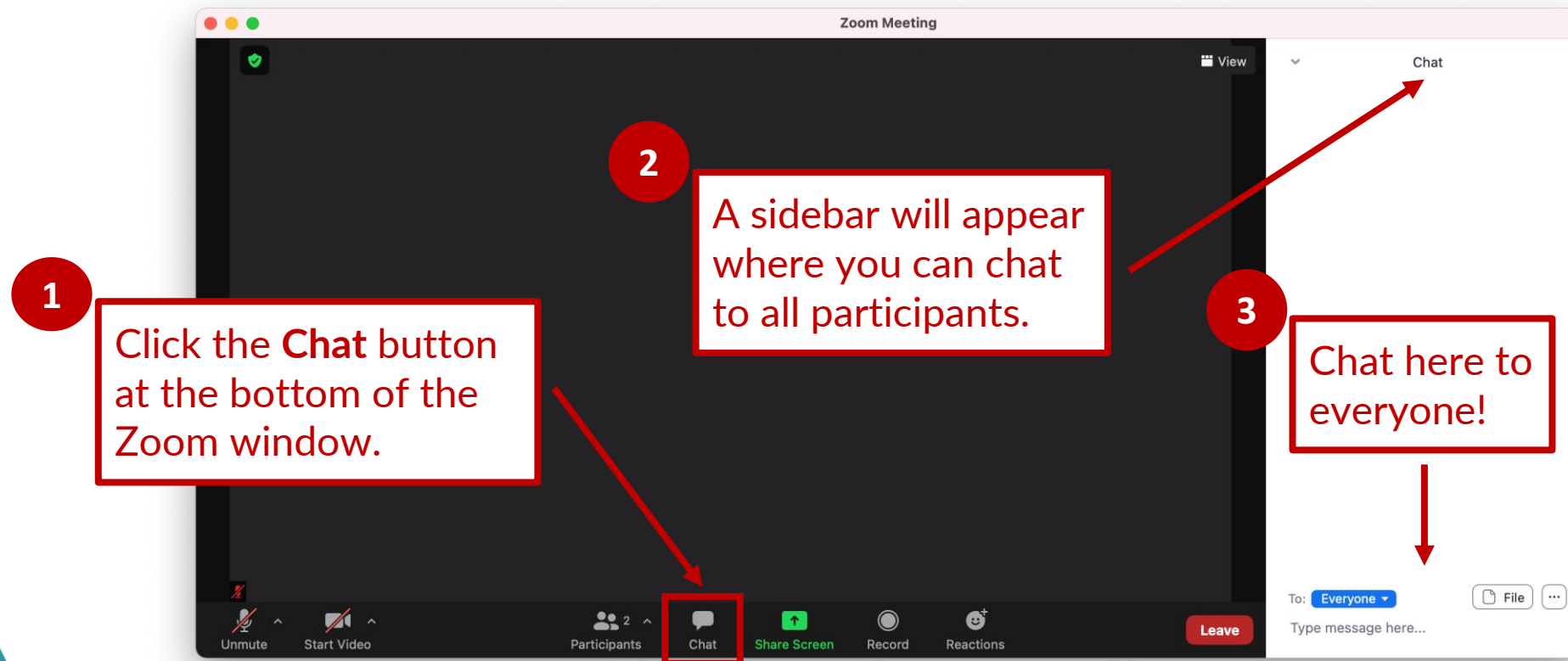|	
Housekeeping	Lisa Hong, NICHQ
Welcome & Introduction to the Healthy Start QI Learning Academy	Kenn Harris, NICHQ
Power, Philosophy, and Culture: Introduction to Quality Improvement	Jane Taylor, EdD
Homework & Next Steps	Tess Pritchard, NICHQ

Meeting Logistics

- This session is being recorded.

- All participants are muted upon entry. We ask that you remain muted to limit background noise.

- Members are encouraged to participate in the discussion by typing your comments or asking questions using the chat box.

Connecting to the Audio Conference

- Join the Zoom Meeting by **clicking the Zoom Meeting link** & launching the Zoom application

  Join Zoom Meeting:
  https://zoom.us/j/237206404

- An audio conference box will appear

  - If you do not see the box, click '**Join Audio**'

- From the audio conference box, select '**Phone Call**' or '**Computer Audio**'

  - If using the phone:

    - Dial one of the given numbers next to "**Dial**"

    - You will be prompted to enter the **Meeting ID**

    - Then you will be prompted to enter the **Participant ID**

How to Chat

1 Click the **Chat** button at the bottom of the Zoom window.

2 A sidebar will appear where you can chat to all participants.

3 Chat here to everyone!

Welcome & Introduction to the Healthy Start Learning Academy

Kenn Harris
Healthy Start TA & Support Center

Welcome to the first-ever Healthy Start Learning Academy!

Healthy Start Learning Academies

Healthy Start Learning Academies provide an opportunity for grantees take a deep dive into a specific topic and prepare them to apply their learnings to their Healthy Start program's day-to-day activities. Throughout a series of monthly lectures, required readings, and assignments, participants will learn from evidence-based practices, build their knowledge and develop core skills on a specific topic.

Learning Academy Structure

➢ Monthly lectures

➢ Required reading

➢ Homework assignments

➢ CoLab engagement between sessions

➢ In the future, all sessions will be posted on EPIC in an e-learning format for those who cannot attend the live sessions

Quality Improvement Learning Academy

Goal:

Build grantee knowledge and develop grantee skills around Quality Improvement (QI), to support them in executing a QI project with an equity lens, achieving their programmatic goals, and meeting the Healthy Start benchmarks

QI Learning Academy Schedule

Session #1: Power, Philosophy and Culture: Introduction to Quality Improvement	February 18, 2-4 p.m. EST
Session #2: Grounding Project Purpose and Data in Equity	March 18, 2-4 p.m. EST
Session #3: Testing Changes that Grow Equity	April 16, 2-4 p.m. EST
Session #4: Interpretation of Data with an Equity Focus	May 20, 2-4 p.m. EST
Session #5: Implementation, Holding the Gains and Spreading Change	June 18, 2-4 p.m. EST

QI Learning Academy Session #1

Learning Objectives:

- State the 4 components of the Philosophy of Improvement
- Identify 2 or more questions of increased shared power
- Use 1 or more tools to generate inclusion and shared power

Jane Taylor, EdD
Improvement Advisor and Healthy Start Faculty

Power, Philosophy, and Culture: Introduction to Quality Improvement

Jane Taylor, EdD

Breakout Room Introductions

8 Minutes

Breakout Room Introductions: Who We Are

In groups of 4, please share:

- Who you are
- Where you reside
- The best advice you ever got

Why Are We Here?

To set into motion, to unleash the power of quality improvement in service of equity, inclusion and value of diversity.

"To learn, to have fun, and

to make a difference!"

W.E. Deming

Equity Perspective and Quality Improvement

Start with most obvious intersections. We will develop more together.

- Who are we serving?
- Who has influence? How do we expand our influence?
- Learning not judgment
- Blame-free culture
- Learning-centric
- Client-centric
- Pragmatic with values articulated

Basic Principles for Improvement

- Client led and driven
- System optimization and alignment
- Continual improvement and innovation
- Continual learning
- Management through knowledge
- Collaboration and mutual respect

More Intersections

- Leadership accountability

- Diversity of perspectives

- Variation exists; we are all different!

- Intrinsic motivation

- Constancy of purpose

- Teamwork

- Destruction influence of competition

Adult Development Theory

- Learn and live in a way that we are:
    - More permeable
    - More inclusive
    - Integrative of our experiences
    - More differentiated
    - More critically self reflective

System of Profound Knowledge

For Leadership Transformation

- Appreciation of a system
- Knowledge about variation
- Theory of knowledge
- Psychology of individuals, society, and change

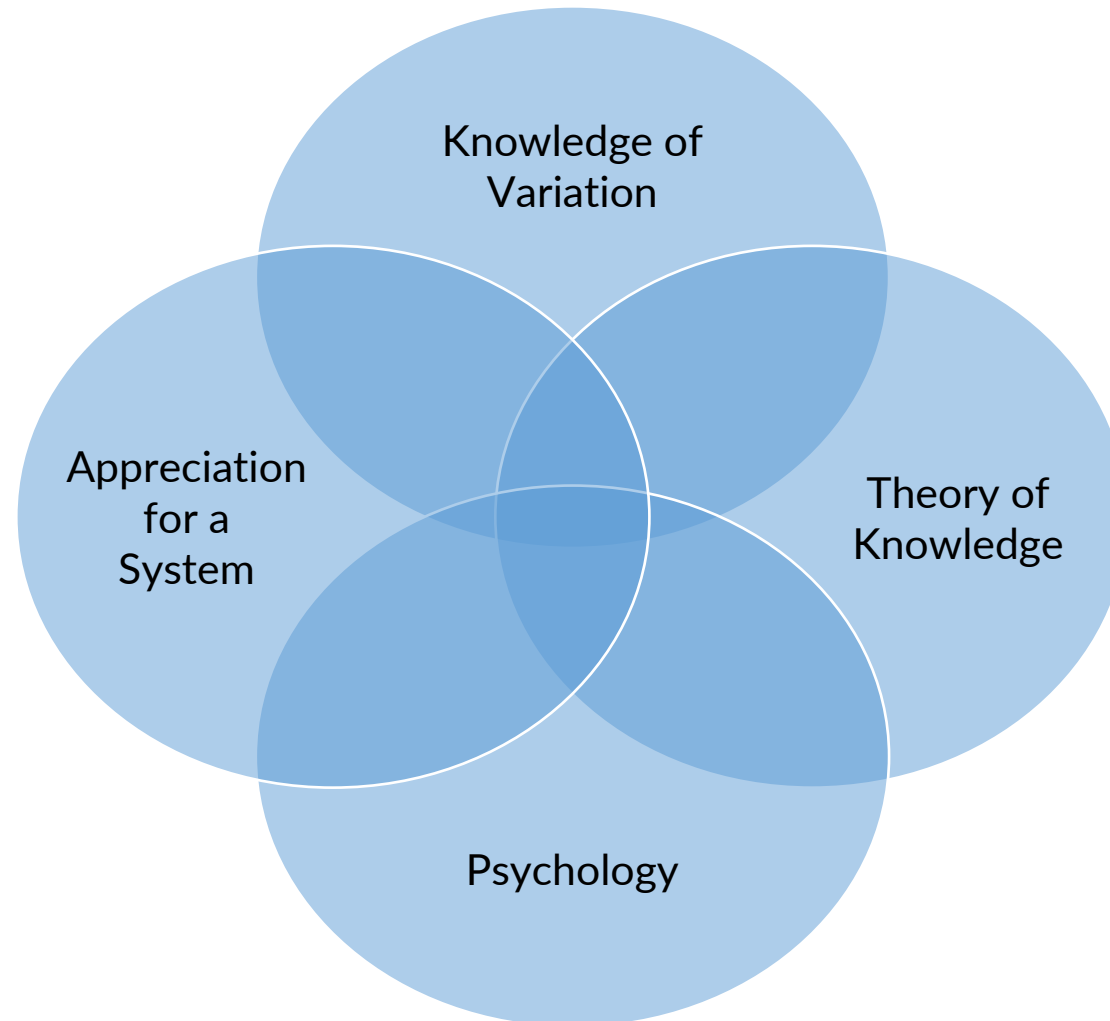# Knowledge for Improvement: Deming's 14 Points

1. Create constancy of purpose

2. Adopt the new philosophy

3. Cease dependence on mass inspection

4. Minimize total cost with suppliers

5. Improve continuously

6. Institute training

7. Adopt and institute leadership

Knowledge for Improvement: Deming's 14 Points, cont.

8. Drive out fear

9. Break down barriers between departments

10. Eliminate management by slogan

11. Eliminate arbitrary numerical goals

12. Eliminate barriers to joy in work

13. Institute program of education/self- improvement for everyone

14. Put all to work on transformation

Connecting Equity:
From Tacit to Explicit Knowledge

Knowledge of Variation

Appreciation for a System

Theory of Knowledge

Psychology

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Power, Influence, and Data

I acknowledge **We All Count** for teaching me about the power [funding] map @ weallcount.com
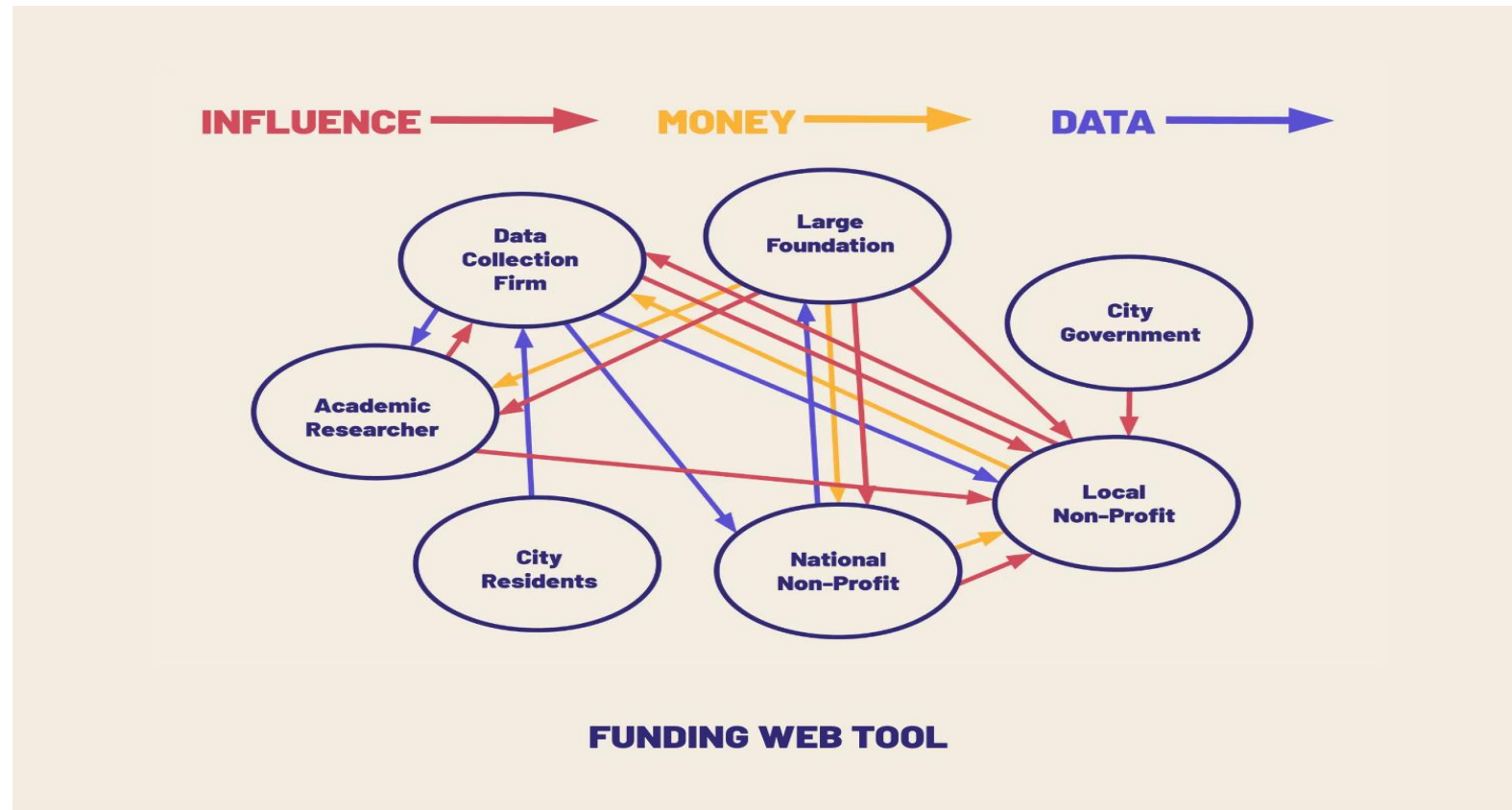
Breakout Rooms

12 Minutes

Breakout Rooms

In Groups of 3 for **12 minutes**:

- One of you offer to work on a map of your organization

- One of you share your screen and use the handout

- Construct a Power Map. Do one domain at a time?

- Ask questions like:
  - Does x assert influence over y or is it the other way around?
  - Does data flow this way or that way?
  - How does money flow?

- Come back and share insights, questions, interesting relationships

A Map asks: can we improve project up and influence a fairer result?

Transparent view of power dynamics

Influences on project team members

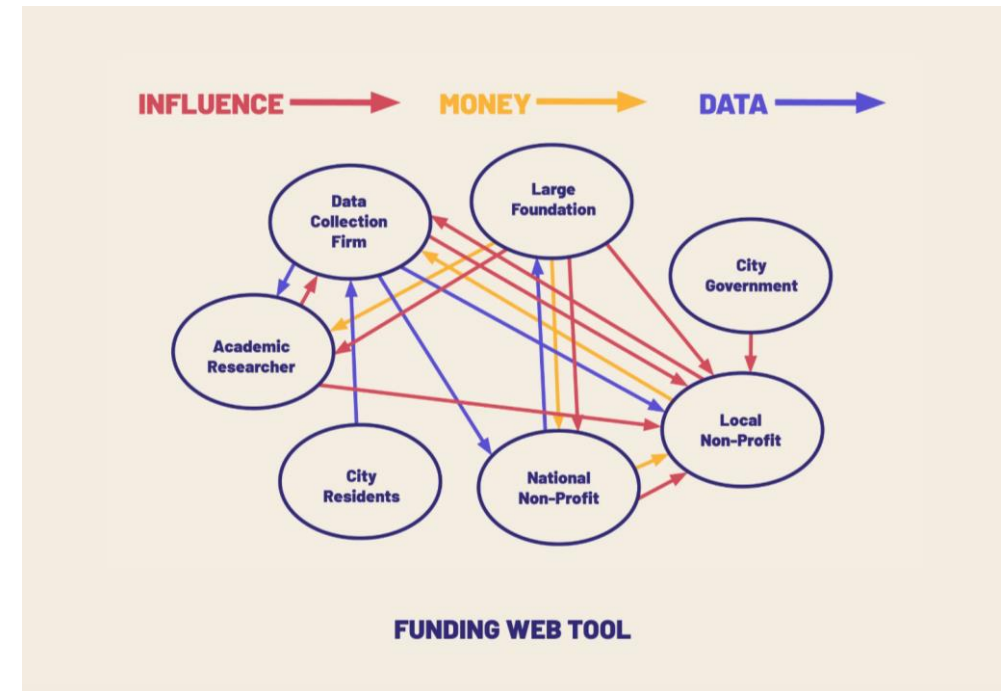Show power gaps and imbalances.

How many or few arrows?

Balance of power and equity?

How can we make data flow equity based?

Should we collect data from other stakeholders?

Who isn't getting funding that should?

INFLUENCE → MONEY → DATA →

Data Collection Firm · Large Foundation · City Government · Academic Researcher · Local Non-Profit · City Residents · National Non-Profit

FUNDING WEB TOOL

Appreciation of a System

- Aim - Purpose for System

    Man-made systems must be managed.

    Require an aim

    Aim is a statement of values

- A system has components that are interdependent

- Complexity of Systems - Solutions Create Problems

- Cause and Effect Delay

- Sum of parts does not equal the whole because of interactions

- Systems need to be managed for greater good of system

System View

Design and Redesign

Consumer research

A

B

Suppliers

Service Delivery

Consumers

C

D

Test of procedures and methods
Conversion of inputs into outputs
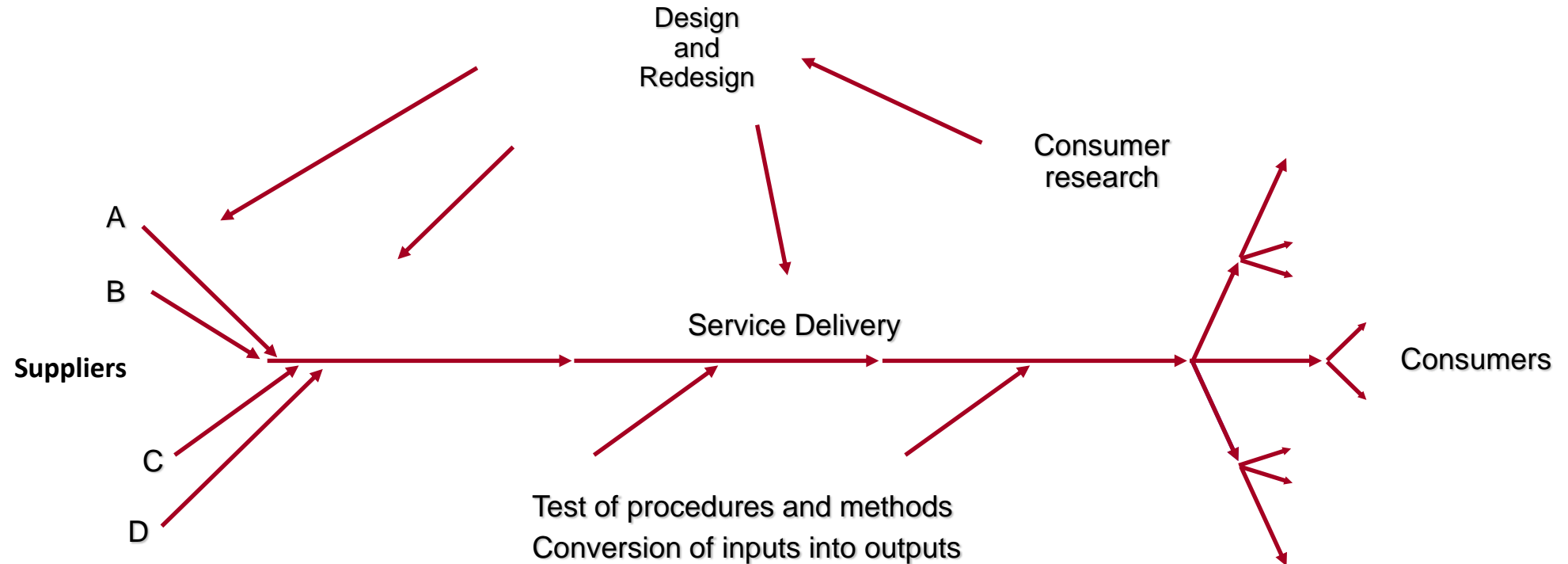
Adapted from OUT OF THE CRISIS by W.E. Deming

Aim of the Project

- Explicit and interrogated for equity

  - What are we trying to accomplish?
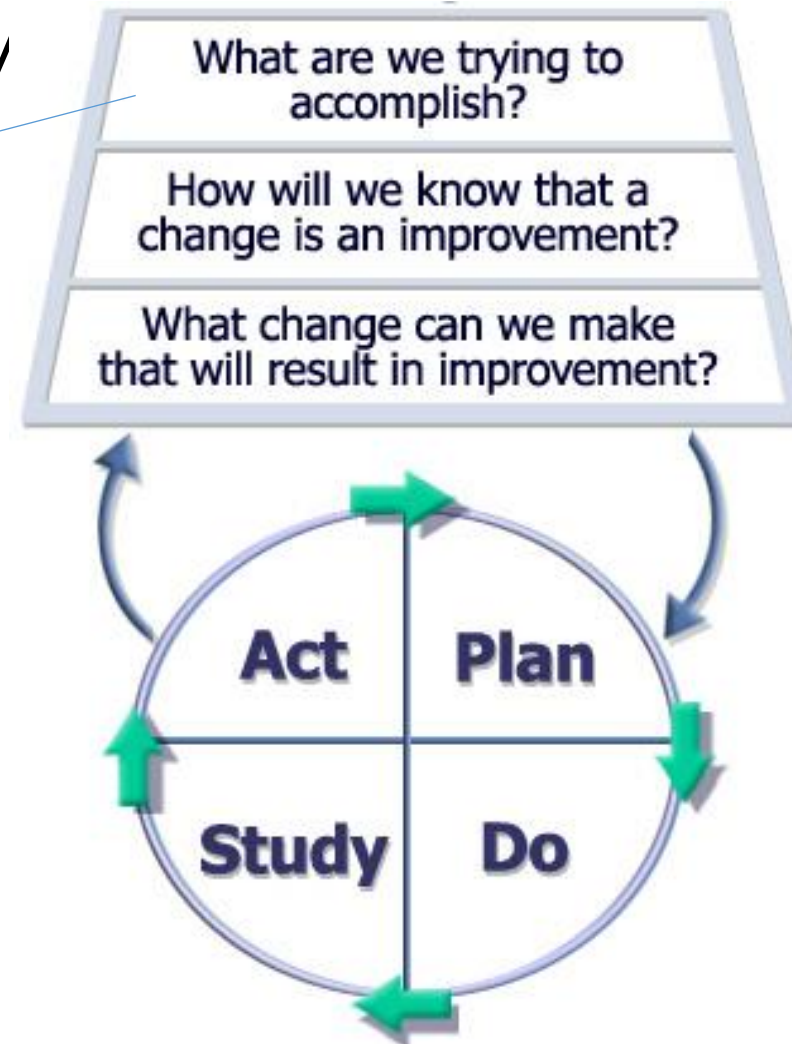   - For whom
    - By when
    - How much improvement?

Interrogate Your Aim Statements for Equity!

The Greatest Healthy Start will improve maternal health of women of color in our service area.

Habits of Equity Interrogation

The Greatest Health Start will **improve** maternal **health** of **women of color** in our service **area**.

Visible?
Underserved or unserved?
Mathematical minorities?

Better on average?
Better for those most at risk?
Close a gap in health inequality
Upstream SDoH?

Only those who Qualify? Live or Work here?
Referred to us?

Physical health?
Mental?
Whose defining it?
Who selects criteria?

More Specific Aim

- Over the next 4 years, the Greatest Health Start Center wants to measure and improve postnatal follow-up care for women in our agency by identifying what matters most to them in the prenatal period for the year after birth. We want to understand the differences in access to care and self management support for postpartum mortality and self reported health outcomes by race and income level.

What's missing?

Name and Specify Benefits and Rewards

- For women we serve
- For Healthy Start
- For our Healthy Start
- Our Team
- Personal

Recognize and Name Constraints

- Limitations or constraints
  - Time
  - Money
  - Resources
  - Expertise
  - Laws and Standards

Create Measurement Equity Statement

- Combine restrictions and rewards; measures and aim

  We are collecting data as part of our: *maternal portfolio*

  - In order to: *ensure women have what matters most after the birth of their infant*

  - For: *women enrolled in our Greatest Health Start*

  - Within: *four years*

  - Within the bounds of ____*budget*; With these restrictions . . . .

  - These benefits: _____(organization) by _____(reward) and our funders with ___(reward), our clients with ____ (reward), our team with ___(reward) and our evaluator with ____(reward).

Questions to Ask Before You Begin Your Project

- How was project subject selected?

- Is data related to compliance, funding, oversite or co-designed or person reported outcomes?

- Who stands to gain from the project – external and internal?

- What are the project data products – what are the specific results we seek, whose interests are served by that? Will the results be shared and if so with whom?

- How will results be used: to persuade, for future funding, affirm current norms, for decision making, policy change, program expansion?

- How will results be communicated?

- Data is not objective
- Data has a point of view
- Whose view is represented in what is collected?
- How it is collected?
- How it is calculated?
- On whom?
- How data is analyzed
- How data is presented

Value of Statement

- Such a statement should inform all of the project and data collection next steps
  - Why we collect data determines what and how we do it
  - Clarify our motivation to do a project and motivation to collect data
  - Sets expectations that relate to time frame and budget
  - Time frame impacts ambition, methods, & analysis

Tools for Power Level Setting

- Force Field Analysis
- Ground rules or setting group norms
- 7 Step Meeting Process
- Brainstorming
- Nominal Group Technique
- Structured Discussion
- Using a talking stick
- Sociograph

Force Field Analysis

- A planning tool that displays forces that drive and restrain any change or implementation

- Should capture only those forces that currently exist

- Can be translated into action plans designed to strengthen or increase driving forces and weaken or remove restraining forces—this way, successful changes will be more likely.

Force Field Analysis

Driving Forces   *Restraining Forces*

Need physicians' input to improve many processes

Lack of time for physicians to be involved

Physicians' curiosity

History of tension in physician / staff relationships

Physicians' commitment to quality care

Workers' fear of physicians

Medical director's support for physician involvement

Meeting time cuts into physicians' salary / profits

CEO's commitment to physician involvement

No physicians educated in tools and techniques

Surgeons' pleasure with success of OR turnaround project

Physicians' memories of past aborted programs

Politics of physician as member but not leader of team

**Present State:
Leaders not Involved in PI**

**Desired State:
Leaders actively Involved in PI**

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Creating a Force Field Analysis

- Define desired and present states.
- Draw a broken line at far right-label desired state.
- Draw a solid line just to the left center-label it present state.
- On left side of present state line, list existing forces that will influence movement toward the desired state. Label driving forces.
- On right side of present state line, list existing forces that will prevent movement toward the desired state. Label restraining forces.
- Draw an arrow from each force listed to the present state line. (can vary line length to indicate magnitude).
- Develop and implement actions accordingly.

Ground Rules

- Specify explicit agreements about how the team will work together, divide responsibilities, solve problems, deal with conflict, share roles.

- Establish norms for the team

- Don't have to start with a long list—develop it over the life of the team

- What matters is not following the norms but critically reflection on violation of norms – and learning. Learning what about the context or situation caused us to break our agreements and what can we learn about this? How might we test (PDSA) our way to avoid breaks

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Exercise: Groundrules

- What are some ground rules that you have found helpful/not helpful in the past?

- What is one ground rule that you would absolutely suggest any team adopt?

Team Roles

- Member
- Leader
- Timekeeper
- Recorder
- Facilitator

Seven Step Meeting Process

1. Clarify the objective of the meeting
2. Review roles
3. Review the agenda and time allotment
4. Work through the agenda
5. Review the meeting record
6. Determine next steps and plan next agenda
7. Evaluate the meeting

Meeting Agenda

Date _____

Team _____

Time _____

Place _____

Time   Method   Content

1.   Clarify Objective
_____

_____

2.   Review Roles
_____

      Leader
_____

      Recorder
_____

      Timekeeper
_____

      Facilitator/Advisor
_____

3.   Review Agenda
_____

4.   Work through Agenda Items
      A.   _____
      B.   _____
      C.   _____
      D.   _____
5.   Review Meeting Record
_____

6.   Plan Next Steps and Next Meeting Agenda
_____

7.   Evaluate Meeting
_____

Brainstorming

A group decision-making technique designed to generate a large number of ideas through interaction among team members.

How to conduct a Brainstorming Session:

1. Clarify the brainstorming objective
2. Call out ideas in turn around the group
3. Record each idea on a flip chart
4. Build on and expand the ideas of others
5. Pass when an idea does not come quickly to mind
6. To generate as long a list as possible, resist stopping when ideas slow down
7. After all ideas listed, clarify each idea and eliminate exact duplicates

Nominal Group Technique:

A group decision-making technique designed to generate a large number of ideas through contributions of members working individually.

How to conduct a session using NGT:

1. Clarify the nominal group objective
2. Individually list as many ideas as possible
3. Call out ideas from the lists in turn around the group
4. Record each idea on a flip chart
5. Pass when all ideas on a list have been presented
6. After all ideas are listed, clarify each idea and eliminate exact
7. duplicates

Idea Generating Tools –Key Points

- Effective decision making requires many options to be considered.

- Brainstorming and nominal group technique are designed to help increase options.

- Clarification is a critical step in both brainstorming and nominal group technique.

- Multiple voting, rank ordering, and structured discussion are designed to reduce a long list to a manageable number of options.

Group Decision Making

- Balance inquiry and advocacy
- Work to understand the data behind the opinions and positions
- Learn others' views (ask open questions)
- Go for consensus, not majority rule
- Try testing competing ideas if no one is harmed
- Explore how you might come to agreement about criteria for decision making

Multiple Voting

A group decision-making technique designed to reduce a list if more than ten ideas to a manageable number.

How to conduct Multiple Voting:

1. Agree on the criteria for selecting ideas
2. Identify each idea in the list with a letter of the alphabet
3. Agree on the number of ideas for which each member will vote – rule of thumb is ½ + *1* of ideas generated
4. Allow multiple votes on any items
5. Vote individually on paper, listing the letter of each selected idea
6. Take turns calling out the letters of selected ideas
7. Record and add the votes on a flip chart
8. Decide which ideas would receive further consideration

Rank Ordering

A group decision-making technique designed to provide a visual display of the degree of agreement on a list of ten or fewer ideas.

How to conduct Rank Ordering:

1. Agree on the criteria for ranking ideas
2. Identify each idea on the list with a letter of the alphabet
3. Individually list the letters on paper and indicate the rank of each idea, with 1. being the first choice
4. Take turns calling out the ranking of the ideas
5. Record and add the rankings on a flip chart
6. Analyze the results, looking at both the total for each idea as well as individual rankings

Structured Decision

A group decision-making technique designed to lead a group to consensus on a list of five or fewer ideas.

How to conduct Structured Discussion:

1. Agree on the criteria for the decision
2. Take turns expressing points of view without interactive debate
3. Summarize points of agreement after all members have had an opportunity to speak uninterrupted
4. Debate and discuss conflicting ideas
5. Continue to discuss and debate the ideas until a decision is reached

The Affinity Diagram

- An organizing tool for identifying the major themes out of a large number of ideas, opinions or issues.

- It groups those items that are naturally related and then identifies the one concept that ties each group together. It is a creative rather than logical process.
  - Use when:
    - Chaos exists
    - The team is drowning in a large number of ideas
    - Breakthrough thinking is required
    - Broad issues/themes must be identified

The Affinity Diagram

How to conduct an Affinity Diagram:

1. Phrase issue to be considered

2. Generate and record ideas using NGT (use post-it notes or cards)

3. Have each person state ideas and put post-its on a wall, table, or flip chart

4. Sort the post-its into related groups

5. Create the header cards

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Homework & Next Steps

Tess Pritchard
Healthy Start TA &
Support Center

Action learning until we meet again
Putting what you learn into motion

- Review and reflect on Deming's 14 points
- Tune into blame language and draw attention to inquiry around the process involved, not the person.
- Look for the opportunity to ask who are we doing this for? Is this for the client, the agency, the funder?
- Draw a Power Map for you Healthy Start and its partners
- Start a learning journal – be as brief as you like and take a few notes about what you notice, how others react to your inquiry
- If you have time and passion, try drafting an equity project statement
- Use an inclusive tool if you can

Healthy Start CoLab

- Connect with your fellow Learning Academy participants and Jane on the Healthy Start CoLab!

- If you do not have a CoLab account, please email healthystart@nichq.org

Next QI Learning Academy Session

Thursday, March 18
from 2-4 p.m. EST

Healthy Start
Deadlines & Events

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Can be found on the EPIC website or
bit.ly/hs-deadlines-and-events

March 2021

Events:
Mar 3   HS Breastfeeding Cohort Meeting #1 — *Cohort members only*
Mar 4   NHSA Women's Health Webinar
Mar 9   Fatherhood Talk Tuesday
Mar 10   HS CAN Cohort Meeting #3 — *Cohort members only*
Mar 17   HS COIN Meeting #4 — *COIN members only*
Mar 17   HS Evaluation Cohort Meeting #1 — *Cohort members only*
Mar 18   Quality Improvement Learning Academy Meeting #2
Mar 19   Building a Successful Fatherhood Program Workshop: Part 2
Mar 24   HS Fatherhood Cohort Meeting #3 — *Cohort members only*
Mar 29   Networking Café: Maternal Health Clinician Funding
Mar 30   Intro to Community Mental Health Ambassadors Webinar

www.healthystartepic.org

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Survey

- Please scan the QR code or visit http://bit.ly/QILASession1 to complete the survey
- Your responses will help shape the future Learning Academy sessions!

Thank You!