Tools for Improvement

Ann Lefebvre MSW, CPHQ
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?

1. Appreciative Inquiry: Look for the contributions

Powerful Questions
Other Examples of Powerful Questions:

• How do you/we know?
• What have you/we considered?
• What do you/we expect/project will happen?
• Can you explain?
#2 Systems or Process tools

**Front End**
- Billing/record keeping
- Human Resources
- Reception
- Insurance

**Back End**
- Prescription refills
- Referrals
- Phone triage
- Scheduling
- Check in/Check out
- Practice Management
- Compliance
- Labs
- Consults
- Follow up/call back
- Support Groups/Educational Visits
- Pharmacy
- Restorative Therapies

**Ancillary**
- Vitals
- Review of systems
- Medication reconciliation
- Diagnosis and treatment
- Patient education
- Procedures
- Staff interactions
- Injections
- Infusions
- Case managers
**Processes**

Distribute the Core and Supporting Processes evaluation form to practice staff and ask the staff to evaluate the CURRENT state of these processes. Rate each process by putting a tally mark under the heading which most closely matches your understanding of the process. Also mark if the process is a source of patient complaints.

**Your position in the practice (check or circle best response):**

- [ ] Provider
- [ ] Resident
- [ ] Nursing staff/MA
- [ ] Front office staff
- [ ] Billing/Administration

### Primary Care Practice

<table>
<thead>
<tr>
<th>Core and Supporting Processes</th>
<th>Works Well (1)</th>
<th>Small Problem (2)</th>
<th>Real Problem (3)</th>
<th>Totally Broken (4)</th>
<th>Cannot Rate (5)</th>
<th>We're Working On It (6)</th>
<th>Source of Patient Complaint (7)</th>
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Visual version of The Waterline Model developed by the University of Victoria, BC, Canada (Available at: http://web.uvic.ca/hr/manager toolkit/building tools/waterlinemodel.html.)
When Is the Waterline Model Useful?

• Teams are not performing as desired.
• Teams are working as hard or even harder than normal, yet the tasks and goals of the team are not being met as quickly or efficiently as the team envisioned.
• There is some dissonance within the team membership that is leading to inefficiency and dysfunction.
Guiding Principles

• There are usually issues at multiple levels—understand that.
• As coach, start interventions at task and structure levels—75% of issues can significantly resolve.
• Ground in what you are there for, e.g. to lead improvement, not necessarily manage personnel issues.


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Structure-Goals and Roles

At the Organizational Level:

- Are goals and priorities set?
- Are roles and expectations clarified?
- Are there clearly identified sponsors (decision makers) at all levels and disciplines and in alignment with goals and priorities?
- Is there clear and ongoing communication?
- Is the sponsor assuring ongoing dialogue among all involved for alignment, problem-solving?
- Is the change agent publically sponsored by the leaders to test and make changes?
Structure - Goals and Roles

At the practice level:

• Same as at the organizational level.
• Are the physician(s) and staff organized as a team with time protected for meetings?
• Is there a day-to-day leader organizing and driving the improvement work?
• Is there a champion for the change?
• Are decision making authority and methods for the team clear to all members?

Resources:
• http://www.ihi.org/knowledge/Pages/HowtoImprove/ScienceofImprovementFormingtheTeam.aspx
• Starting on page 11:
Group Level

- Are there norms established?
  - Are the group members empowered to address when norms are not being followed?
  - Are there people not participating and, if so, why?

- Are decision making processes handled well?
  - Is the group deciding issues as agreed upon?
  - Does the group make clear what it decided?
  - Are decisions being well-communicated? Does everyone understand?

- Is communication handled well?
  - How is conflict being handled?

- How effectively does the group accomplish tasks?
  - Does the group create an environment in which learning from failures is accepted and risk is encouraged?
Interpersonal (between people)

• Do members paraphrase and check perceptions with others?
• Do interactions get finished or interrupted?
• Is conflict managed effectively?
• Is feedback given and received freely and effectively?
Intrapersonal (within self)

• Do over.....

Individual experience
Values
Beliefs
Assumptions
Guiding Principles

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Questions?

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