

# Rapid Cycle Quality Improvement (RCQI): From the PO's Perspective

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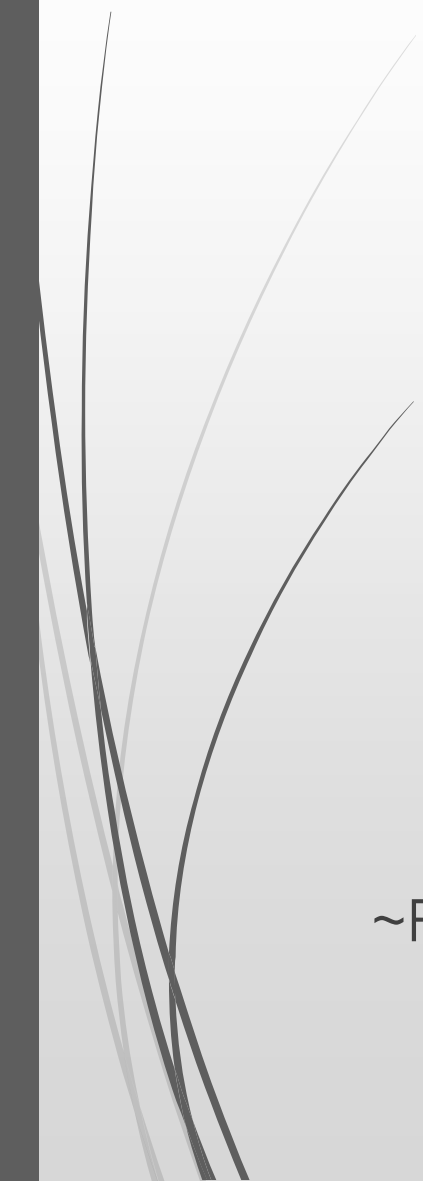

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&

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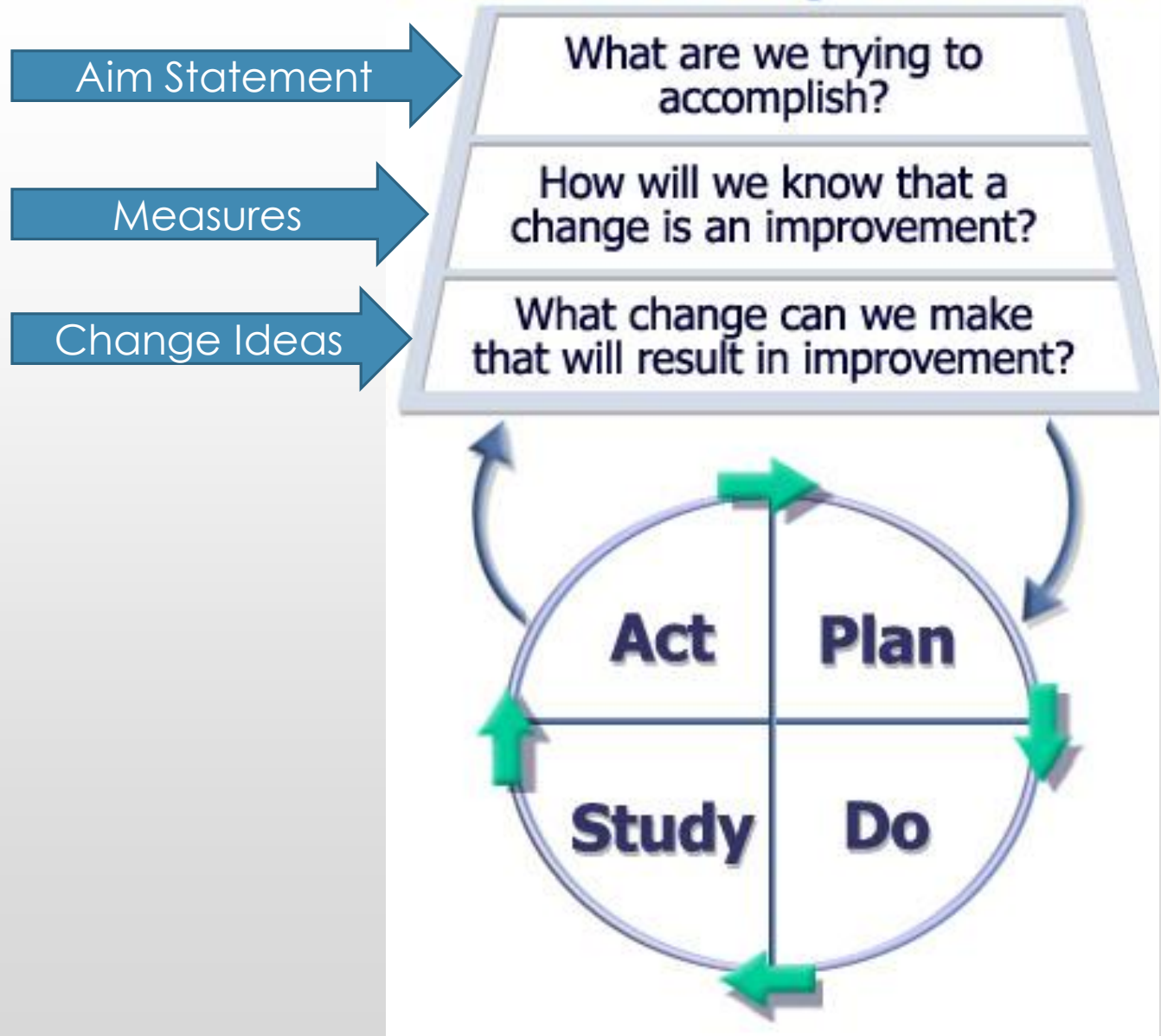
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“Every system is  
perfectly designed  
to get the results  
it gets”

~Paul Bataldin

# Model for Improvement





**What are we trying to  
accomplish?**

## Aim Statement

- ➔ What will you do
- ➔ How much will you improve
- ➔ For Who
- ➔ By When

## SMART Goal

Create S.M.A.R.T. Goals

**S**

**SPECIFIC**

**M**

**MEASUREABLE**

**A**

**ACHIEVABLE**

**R**

**REALISTIC**

**T**

**TIMELY**



# Example

By June 2020, XYZ University will increase the number of hours psychology students spend working with patients from disadvantaged background by increasing training requirements in the community health clinics. Every student will be required to spend at least 128 hours in the community health clinic.



**How Will We Know if a Change  
is an Improvement?**



# How Do We Know That a Change is an Improvement?

- Quality Improvement is about changing and improving care provided
- It is not about measurement.
- However .....



# Performance Measurement in 3 Worlds

Aspect	Improvement	Accountability	Research
<b>Aim</b>	Improve care	Compare, reassure, spur change	New knowledge
<b>Methods</b> <b>Test</b> <b>Observable</b>	Yes	N/A. Evaluate current performance	Test blind or controlled
<b>Bias</b>	Accept stable bias	Adjust data to reduce bias	Design to eliminate
<b>Sample Size</b>	Just enough data, small sequential samples	N/A. Report 100%	Just in case data
<b>Hypothesis Flexible</b>	Yes. Revised as learn and test	No hypothesis	Fixed hypothesis
<b>How to determine improvement</b>	Run or Shewhart charts	No focus on change	Hypothesis, Statistical tests: F-test, t-test, chi square, p value
<b>Testing Strategy</b>	Small sequential tests	No tests	1 large test
<b>Data confidential</b>	Data used only by those involved in improvement	No subjects. Data is for public	Subjects protected



What Changes can we make that will result in improvement?

# Learning with the PDSA cycle: Plan

## ACT

Select an action based on the results of the test:

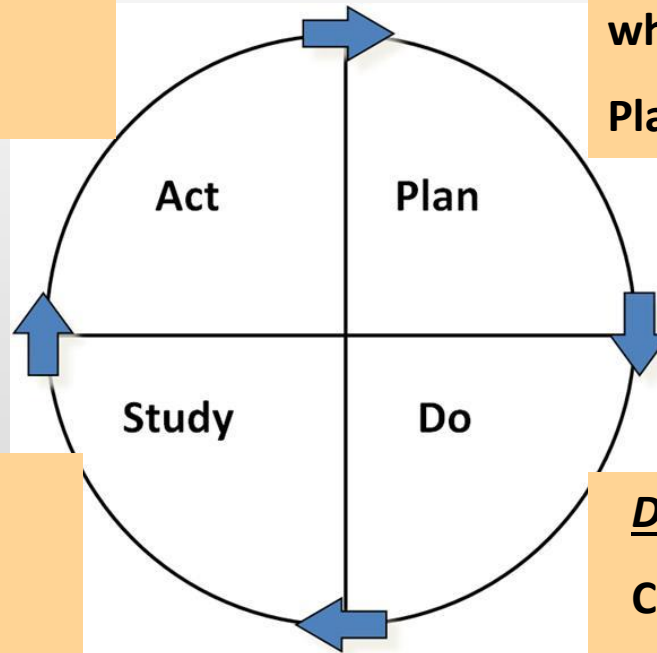
- Adopt
- Adapt
- Abandon

## PLAN

Prediction If \_\_\_\_ Then \_\_\_\_

Plan to carry out the test (who, what, when?)

Plan for data collection



## STUDY

Compare to prediction

What did you learn

What was unexpected

What about the data

## DO

Carry out the plan

Document observations – successes/unexpected issues

Begin analysis of data

# Why we PDSA

- ▶ Fast – We have a short attention span
- ▶ Low risk – no harm option
- ▶ Try everything
- ▶ Create confidence
- ▶ Learn how to adapt
- ▶ Evaluate side-effects
- ▶ Build momentum
- ▶ Decrease resistance
- ▶ Make REAL improvement





# The Project Officers Role in RCQI



# The PO's Role

Advise

Guide

Support

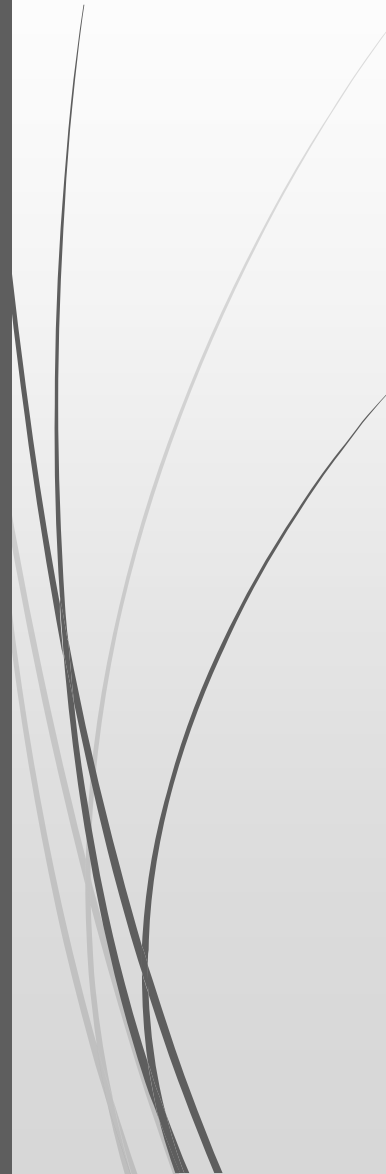
Connect





# The Role of the PO cont.

- ▶ Coach vs. Consulting
- ▶ Understand diverse opinions of the team
- ▶ Listen to learn
  - ▶ Leave assumptions
- ▶ Meet them where they are
  - ▶ Consider the stages of change
- ▶ Be transparent
- ▶ Work with your team – you don't need all the answers
- ▶ Be a detective...







# Reflections from the Field


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Were grantees ready  
to discuss RCQI  
plans?



Were you  
comfortable bringing  
up the topic?



What went well...  
or not so well...?



Can you tell us more  
about the example  
you have shared?

# Questions





# Your experience



- ▶ Have you discussed RCQI with your grantees yet?
  - ▶ What is going well or not so well
- ▶ In your opinion how well are grantees understanding and utilizing RCQI?
- ▶ Where do you still have questions?