



Great Lakes (HHS Region 5)

PTTC

Prevention Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

Implementing Prevention Strategies: Applying Quality to Achieve Optimum Results

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Manager



Our Path for Today

1. Definition of Continuous Quality Improvement (CQI)
2. The CQI Approach
3. How CQI applies to the Strategic Prevention Framework
4. Applying CQI strategies to evidence-based programs with consideration of fidelity



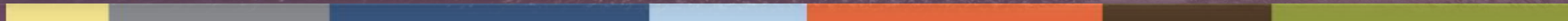
Tell me about
your experience
with continuous
quality
improvement.

The Improvement Quiz





Prevention is dynamic.




Defining Continuous Quality Improvement



The Benefits of Continuous Quality Improvement



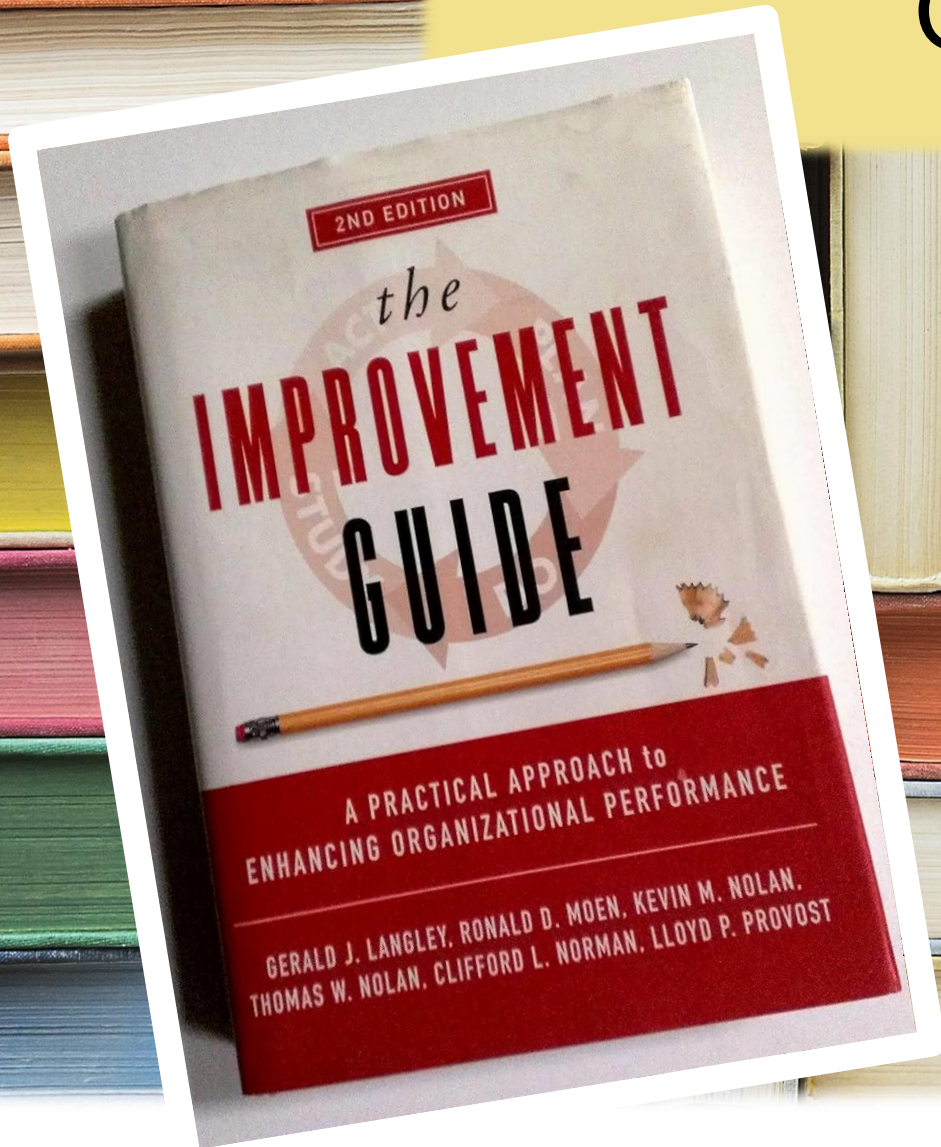


What other benefits
might we expect?

Strategic prevention requires a strategic approach to improvement



Quality Improvement Models





How can we do better?

CQI
Requires
Curiosity

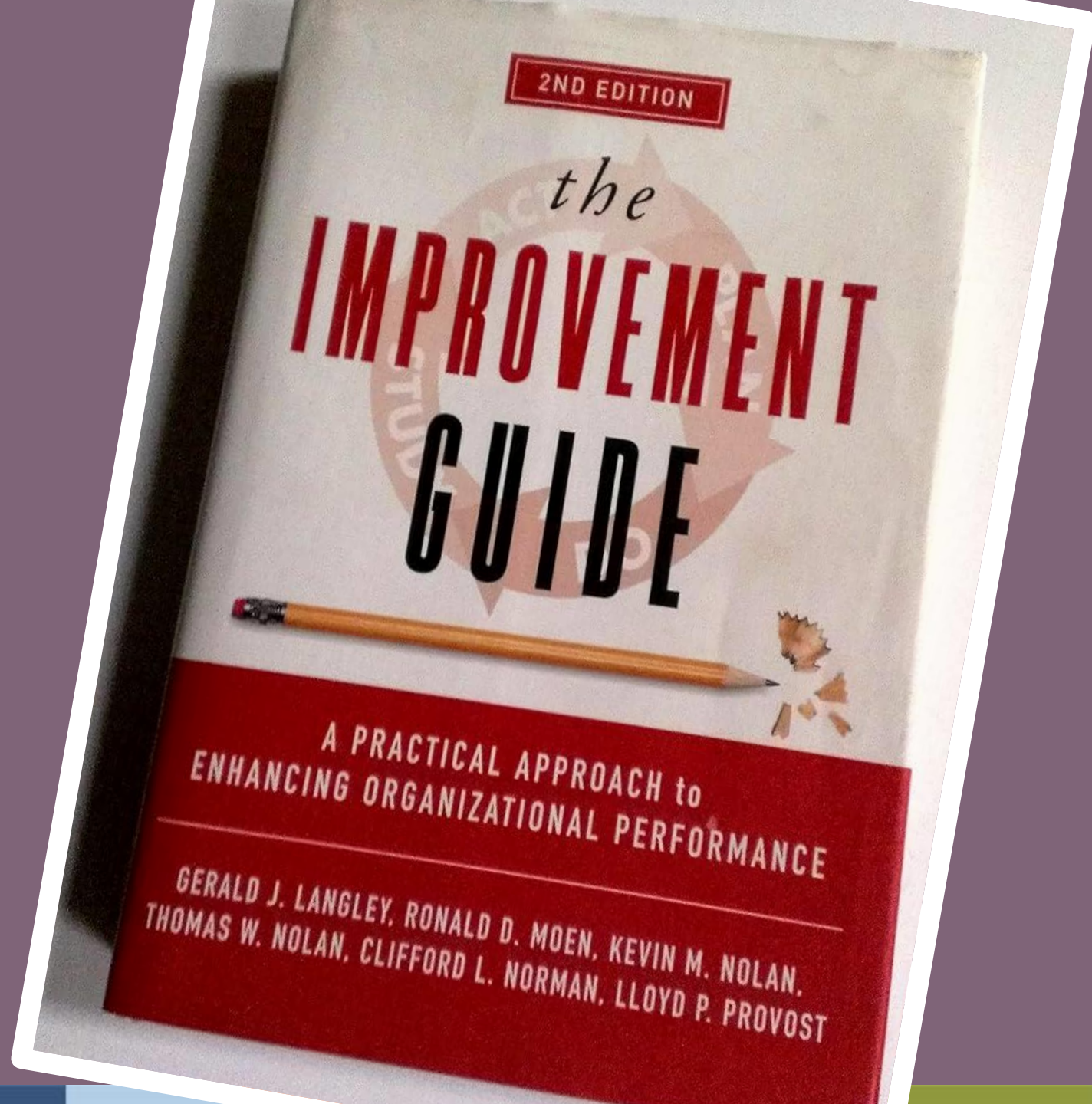




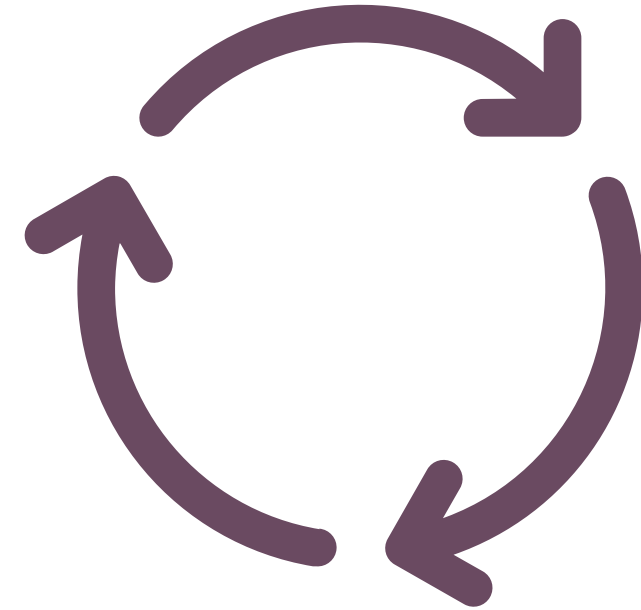


Components of a Quality Improvement Project

The Model for Improvement

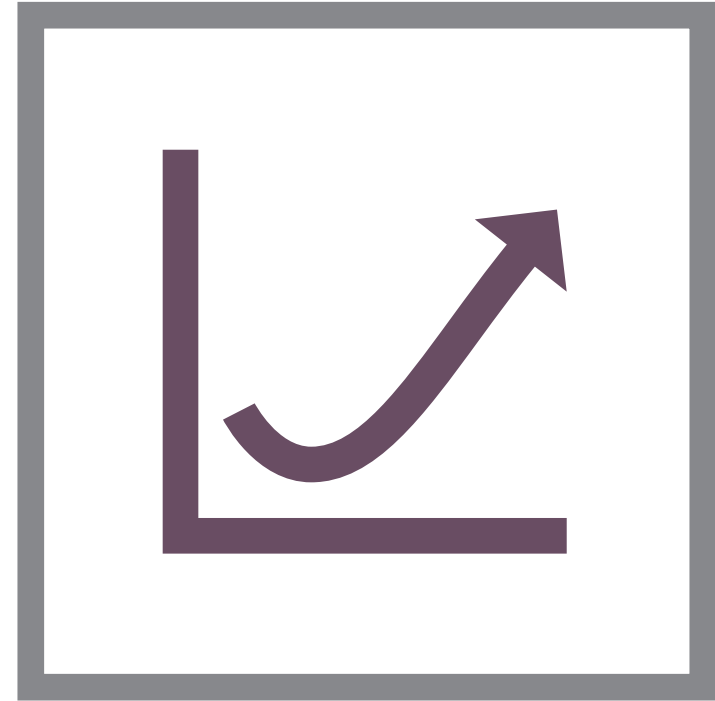


Testing Cycle

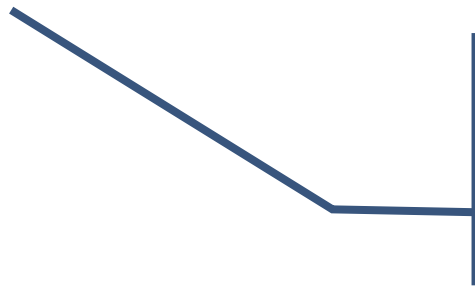
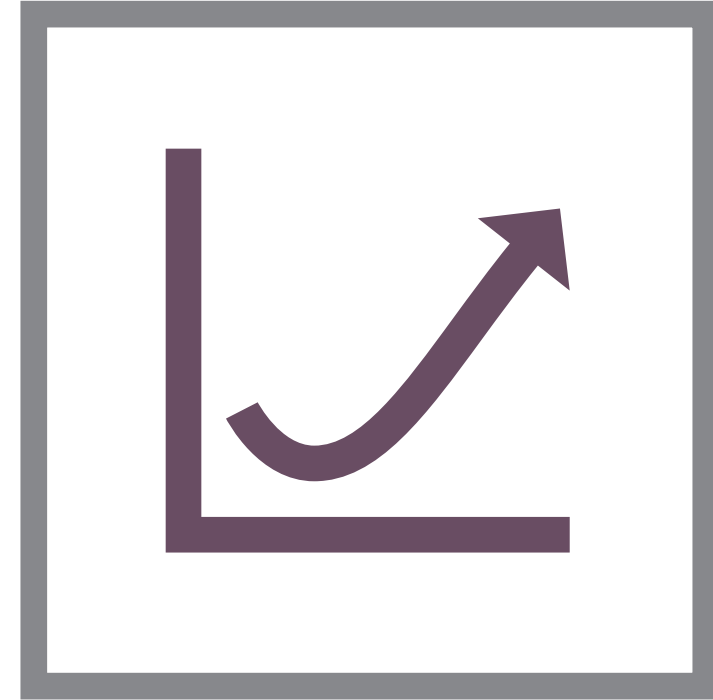


Guiding Questions

Three Guiding Questions



Three Guiding Questions: Aim



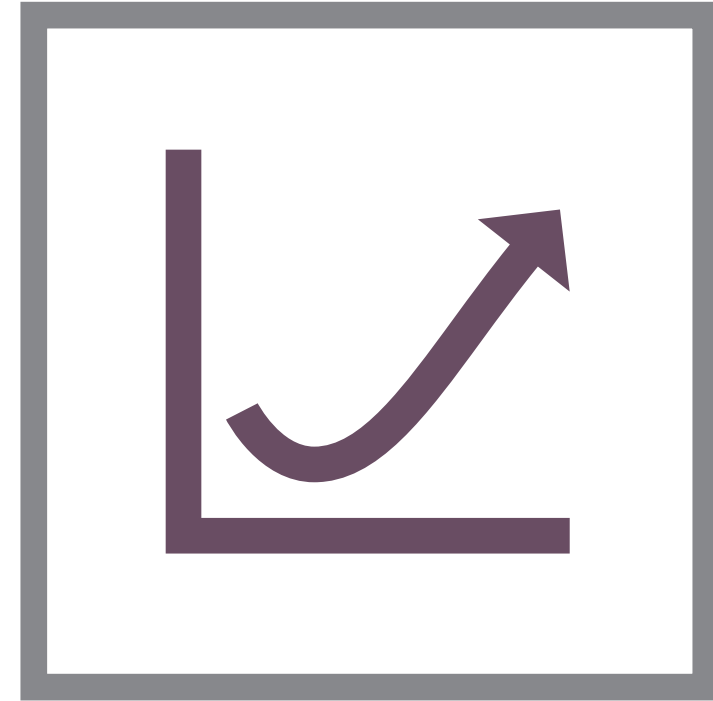
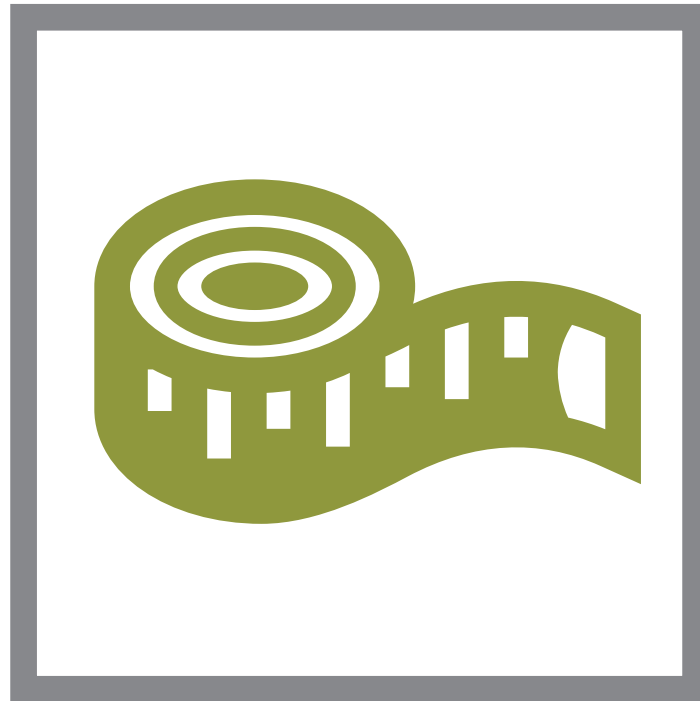
What are we trying to accomplish?



Aim Statement

- Specific
- Measurable
- Achievable
- Relevant
- Timely
- Inclusive
- Equitable

Three Guiding Questions: Measure



How will we know the change is an improvement?

Measuring Improvement

- Outcome data
- Process data
- Balancing measures



Three Guiding Questions: Change



What can we change to make to result in improvement?

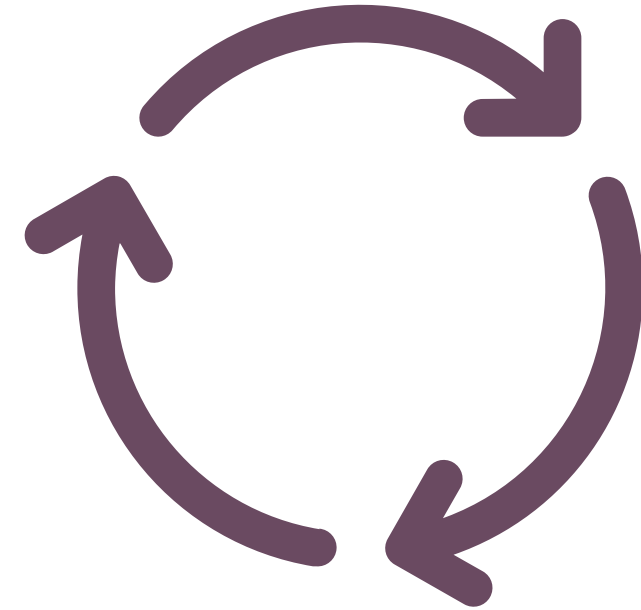


Identify Changes to Test



- Involve partners and participants
- Examine systems
- Look to best practice
- Don't stop at one idea

Testing Cycle



Guiding Questions

The NIATx
Plan
Do
Study
Act
Cycle





Plan

What will happen if we
try something
different?

Creating a Plan

- ❑ Make a prediction
- ❑ Who? and How?
- ❑ Determine measures





Do

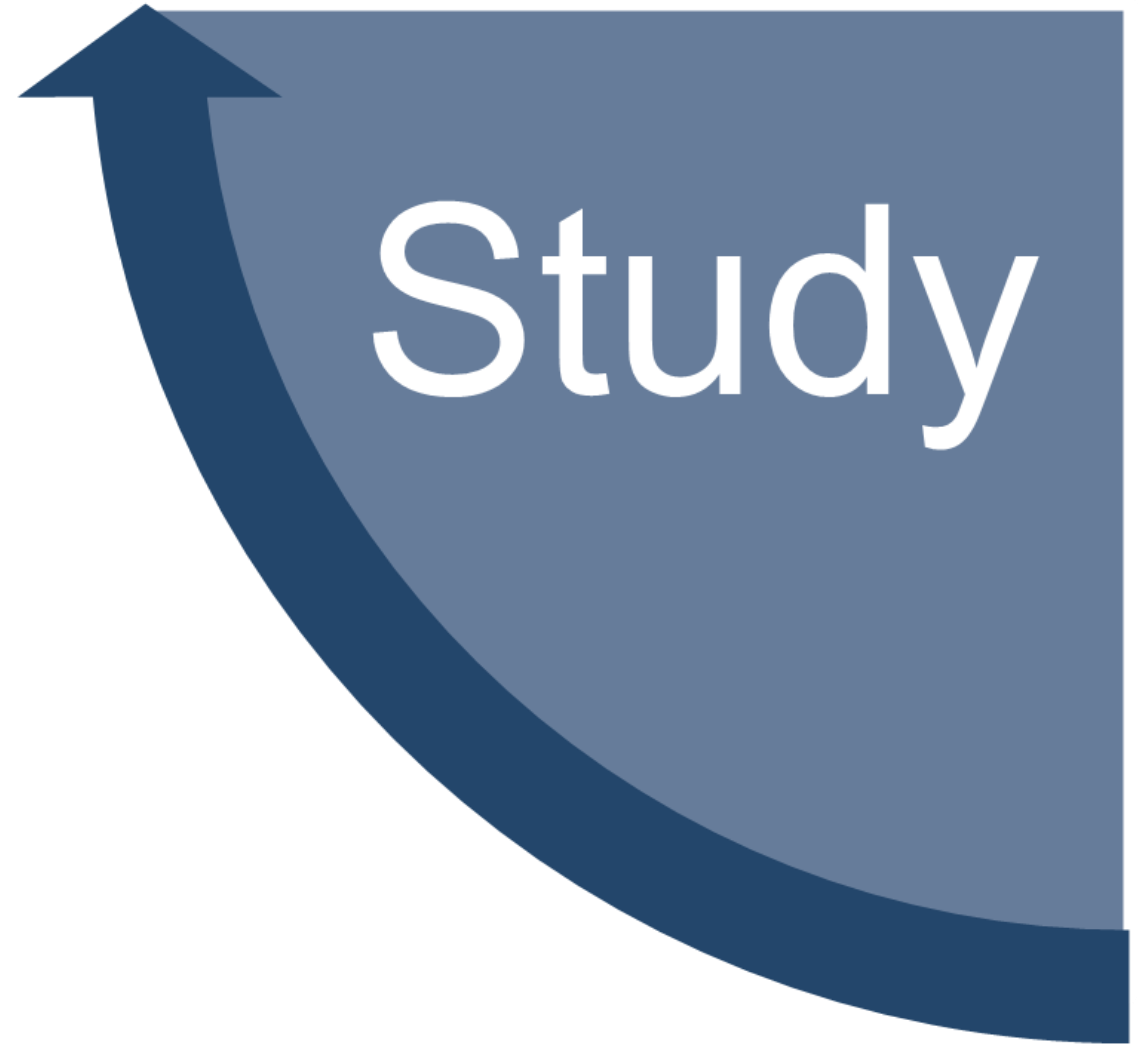
Let's Try it!

Putting the Plan into Action

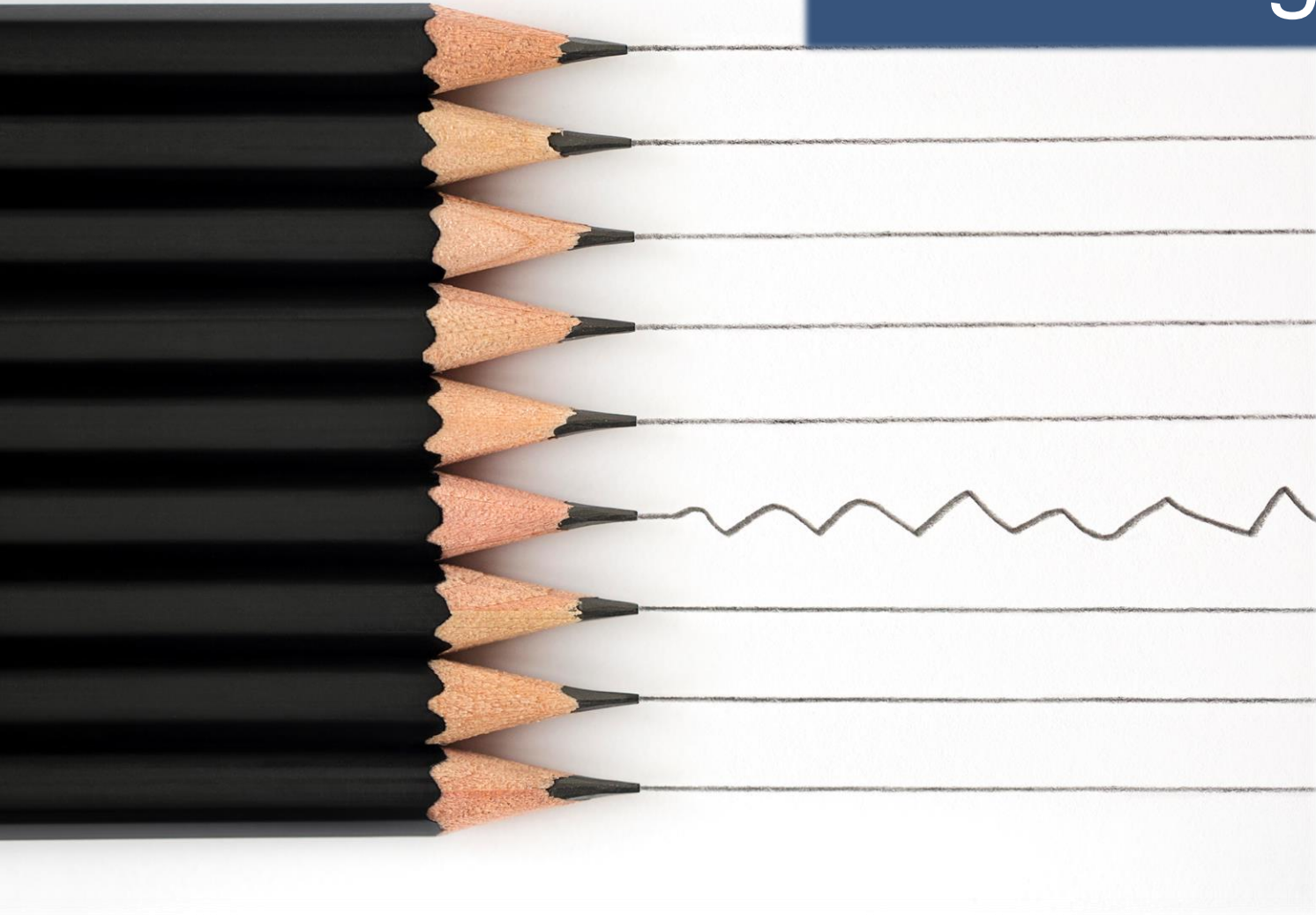
- ❑ Implement change as planned
- ❑ Gather data



What did we learn?

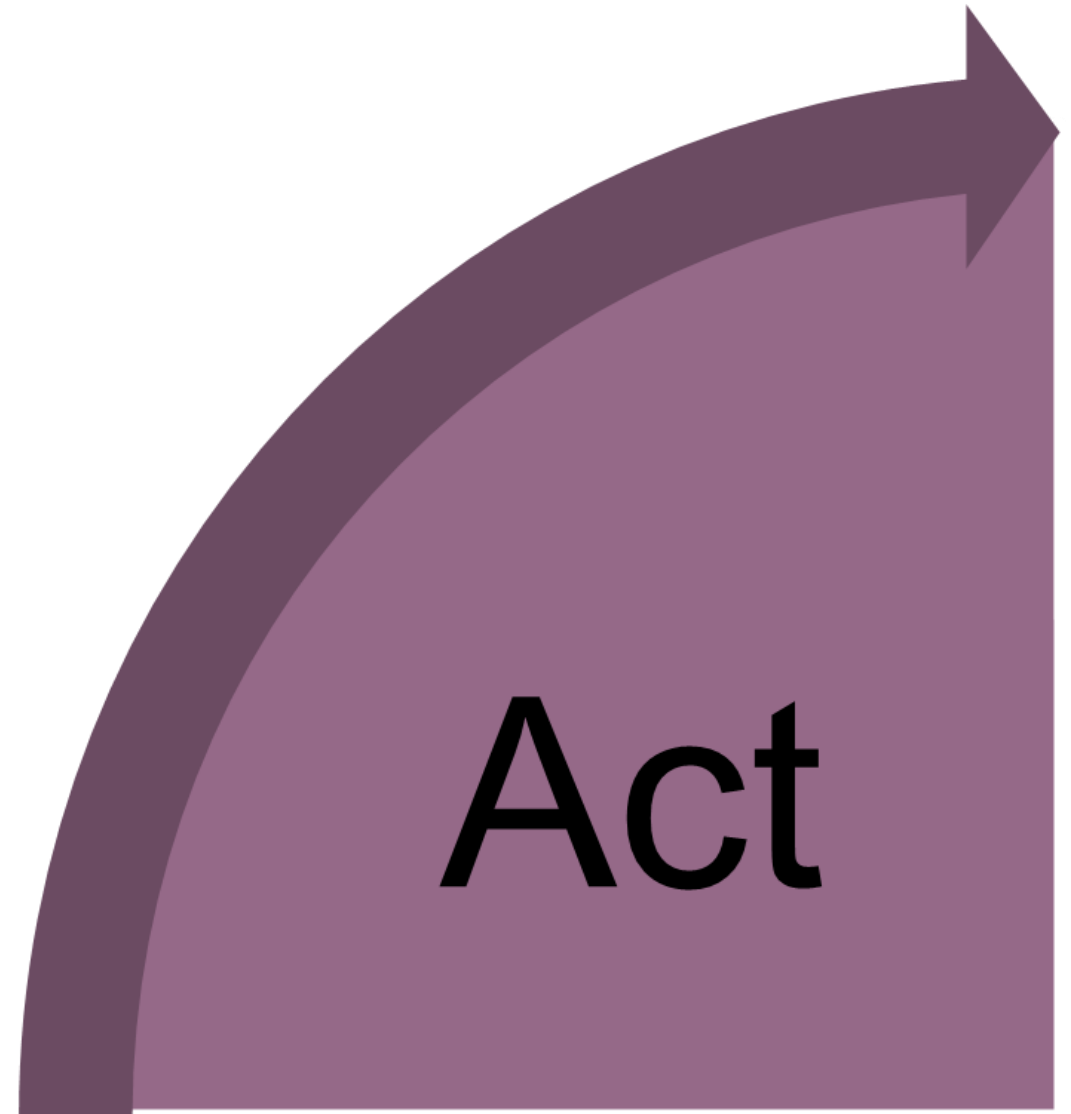


Learning from the Data



- Analyze the data
- Compare to predictions
- Summarize and reflect on findings

What's Next?



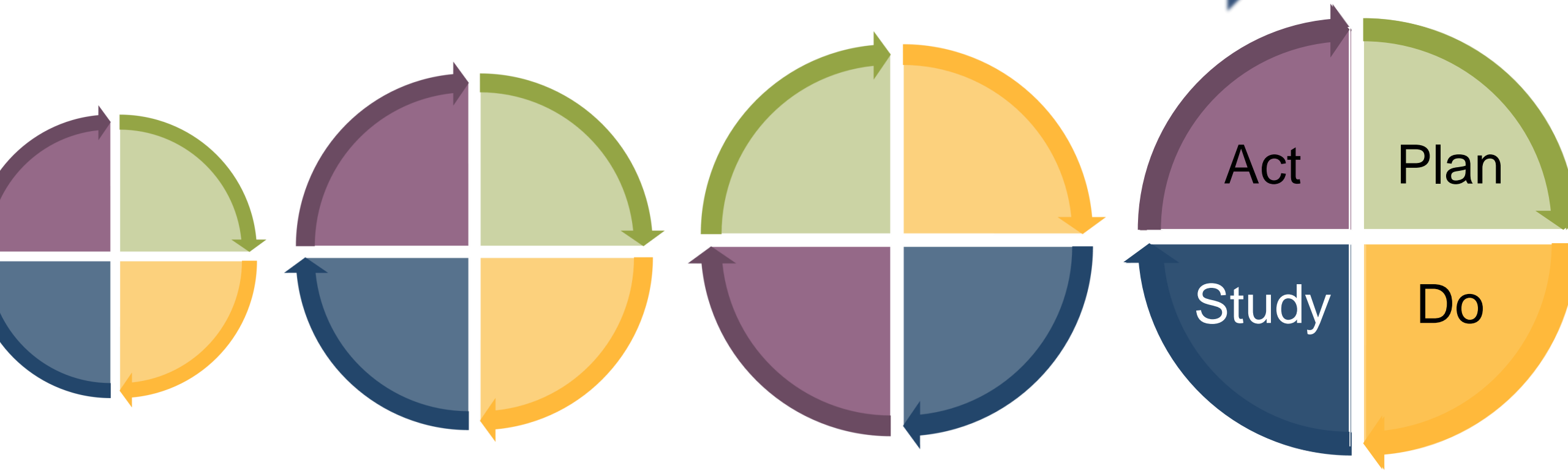
Act



Determining Next Steps

- ❑ Adapt
- ❑ Adopt
- ❑ Abandon
- ❑ What's next?

Repeat, repeat, repeat



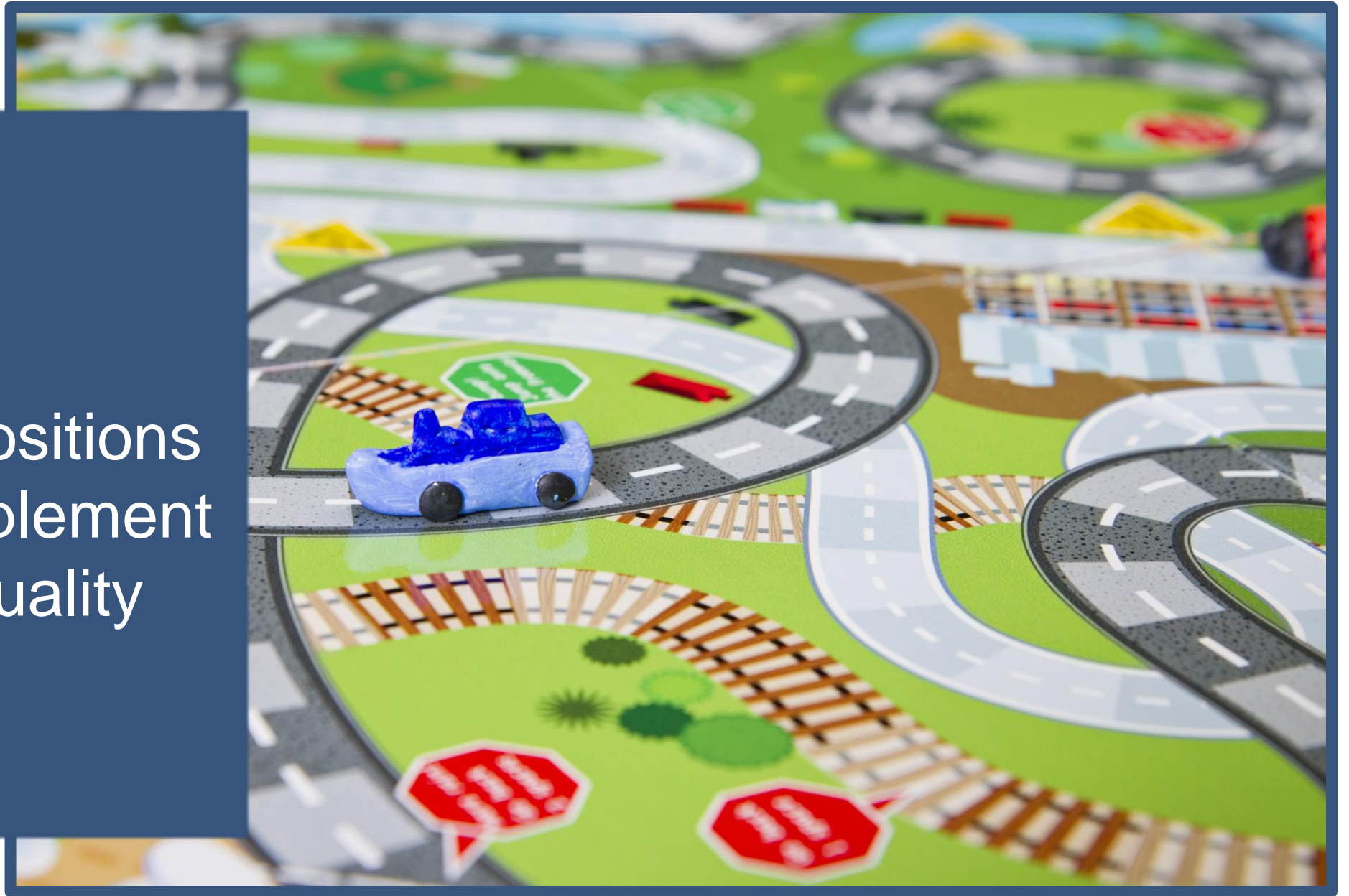


Questions?
Thoughts?
Insights?



Quality Improvement and the SPF

A data driven approach to prevention positions us well to implement continuous quality improvement



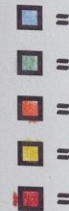
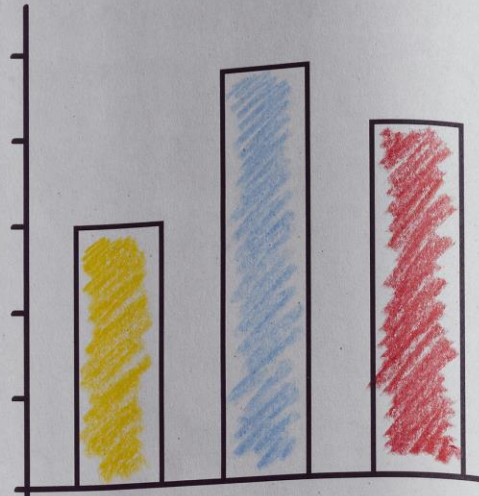
Course Correcting



Process Evaluation

Conducted by an independent or internal evaluator

Answers specific questions about program relevance



Quality Improvement

Conducted by program staff

Ensures that the program meets or exceeds quality standards

Addresses process

The Improvement Worksheet

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PDSA Worksheet

The plan-do-study-act (PDSA) cycle is a tool for organizations and groups used as part of continuous quality improvement and program monitoring. The process helps to focus and document small tests of change leading to improved operations and outcomes.



Three Fundamental Questions

Every PDSA cycle begins with three questions to focus the test of change:

1. What are we trying to accomplish?
2. How will we know if the change has an effect?
3. What changes will we make?

These three questions focus the test of change and document improvement efforts and results.

Steps of the PDSA Cycle

The PDSA cycle helps to test small changes and document the results of each small change.

1. **Plan:**
 - Identify objectives
 - Plan how to implement the change
 - Plan for data collection
2. **Do:**
 - Implement the change
 - Document your process
 - Collect data about the change
 - Begin analysis
3. **Study:**
 - Analyze the data
 - Compare data to what you expected
 - Summarize what you learned
4. **Act:**
 - Decide what to do next
 - Plan for the next cycle

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Fundamental Questions for Improvement

Define your aim: *What are we trying to accomplish?*

Identify measures: *How will we know that the change will be an improvement?*

Define change: *What change(s) can we make that will lead to an improvement?*

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Plan, Do, Study, Act Cycle

Plan: Describe in detail the change you will test. Include who will carry out the change, when will the change be carried out, who else is involved in the change, how will you gather information regarding the test of change, etc.

Do: Describe what happened during the test. Include information such as what was done, what went well, what was challenging, how did staff, clients, and partners response to the change.

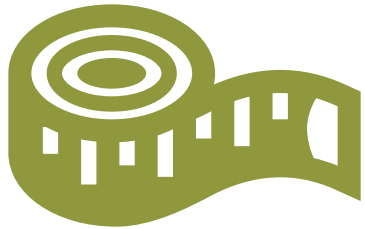
Study: Record what you learned from analyzing the data collected and observations noted. Describe if/how the data and observations show the change you predicted.

Act: List the decisions made based on the change cycle. Explain next steps: will you adopt, adapt, or abandon the change? Will you need to conduct additional changes?



Define your aim: *What are we trying to accomplish?*

Increase the regular attendance (at least 80% of sessions attended) of participants in parent education program from 55% to 85% by end of the second program cycle.



Identify measures: *How will we know that the change will be an improvement?*

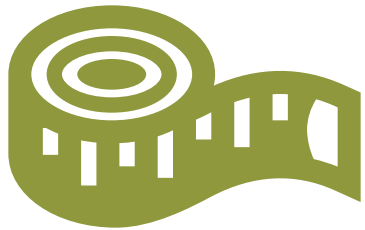


Define change: *What change(s) can we make that will lead to an improvement*



Define your aim: *What are we trying to accomplish?*

Increase the regular attendance (at least 80% of sessions attended) of participants in parent education program from 55% to 85% by end of the second program cycle.



Identify measures: *How will we know that the change will be an improvement?*

Participants will have greater knowledge and connect by the end of the program as shown on post tests, evaluations, and in program discussions.

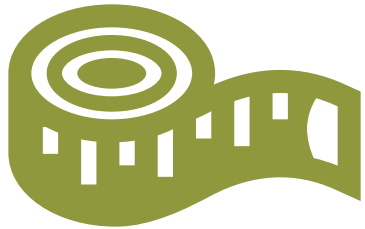


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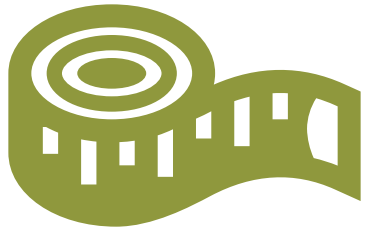
Define change: *What change(s) can we make that will lead to an improvement*

- Increase number of reminders in advance of each session
- Provide clear directions to location including parking information
- Move time by 1 hour



Define your aim: *What are we trying to accomplish?*

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Define change: *What change(s) can we make that will lead to an improvement*

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- Move time by 1 hour

	Cycle 1: <i>Email Reminders</i>	Cycle 2
Plan:		
Do:		
Study:		
Act:		

	<p style="text-align: center;">Cycle 1: <i>Email Reminders</i></p>	<p style="text-align: center;">Cycle 2</p>
Plan:	Send email reminders of upcoming session 3 days and 1 day in advance.	
Do:	<p>Session facilitator sent email to all participants with information about the upcoming session including reminders about start time, end time, location, and agenda. Emails went out 3 days and 1 day in advance.</p>	
Study:	<p>Attendance recorded at each session showed an increase in participation and on time arrival.</p> <ul style="list-style-type: none"> • Overall increase of regular attendance from 55% to 65%. • Additional hour of staff time per session to prepare and send email. 	
Act:	Continue providing email reminders.	

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Act:	Continue providing email reminders.

	Cycle 2: <i>Text Reminders</i>
	Send text reminder on the day of session.
	Text message sent to all participants attending the at least the first session on the day of the session. Information included was a reminder, start and end times, and location.
	<ul style="list-style-type: none"> • Attendance recorded an increase in session attendance from 65% to 80%. • Additional 2 hours of staff time to set up text software and 10 minutes per session.
	Continue providing text reminders.

Any questions?
Thoughts?
Insights?





Quality
Improvement
Throughout the
SPF

Are our data still relevant?

Are the needs still the most important ones?



Do we still have the right partners?

Do we have adequate internal capacity?



Do we need to adjust our priority outcomes?


Do we have the right partners involved in planning?



Were our plans adequate?

Do we have the right partners involved in planning?





How else could you
apply CQI in your
prevention work?

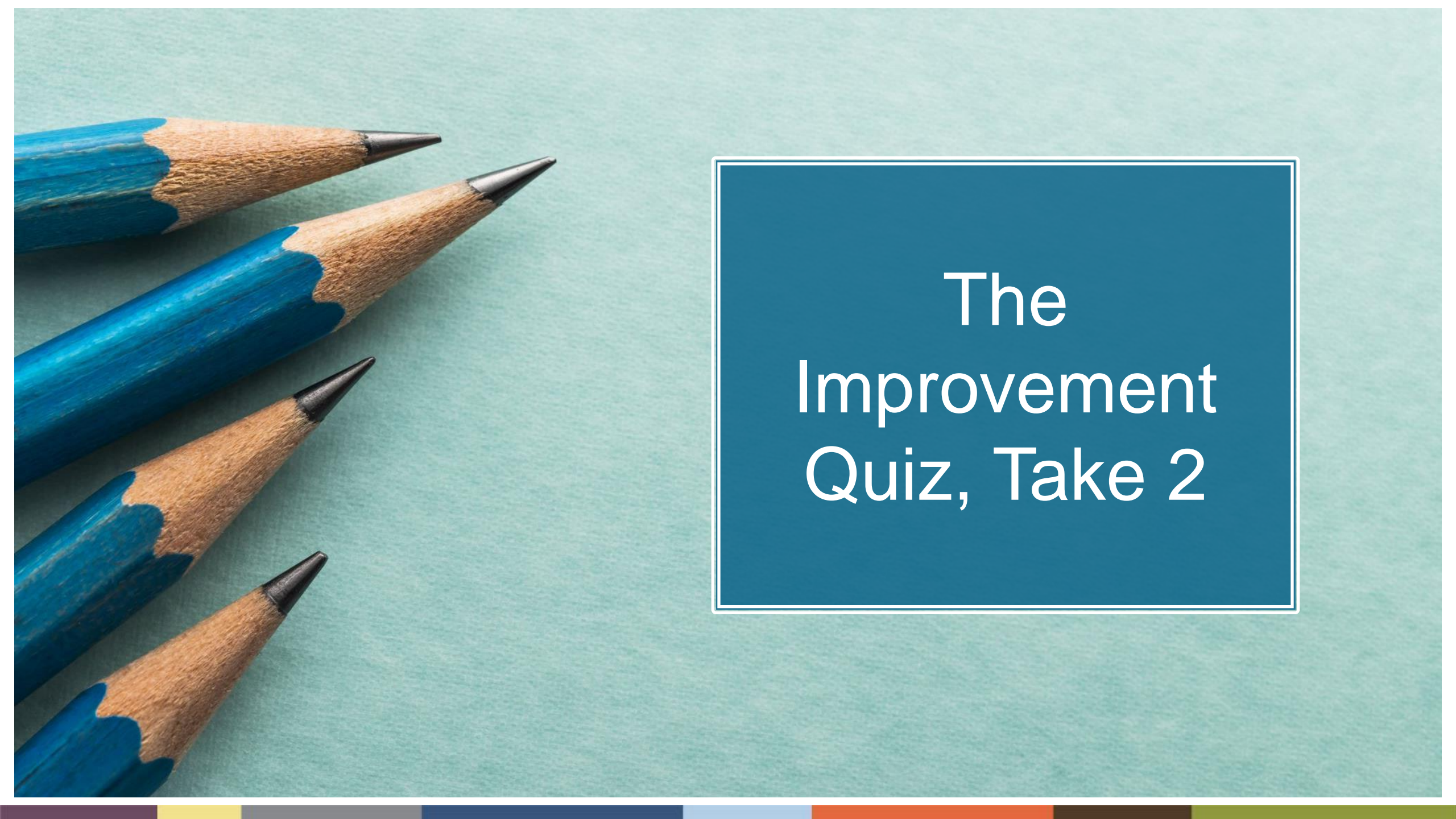
More
challenging
than it seems



Creating a Culture of Improvement



- ❑ Create a team
- ❑ Gain leadership support
- ❑ Clearly define success

Four blue pencils are arranged diagonally on the left side of the image, pointing towards the top right. The pencils have blue painted barrels and natural wood-colored tips. The background is a solid teal color. On the right side, there is a dark blue rectangular box with a white border containing the title text.

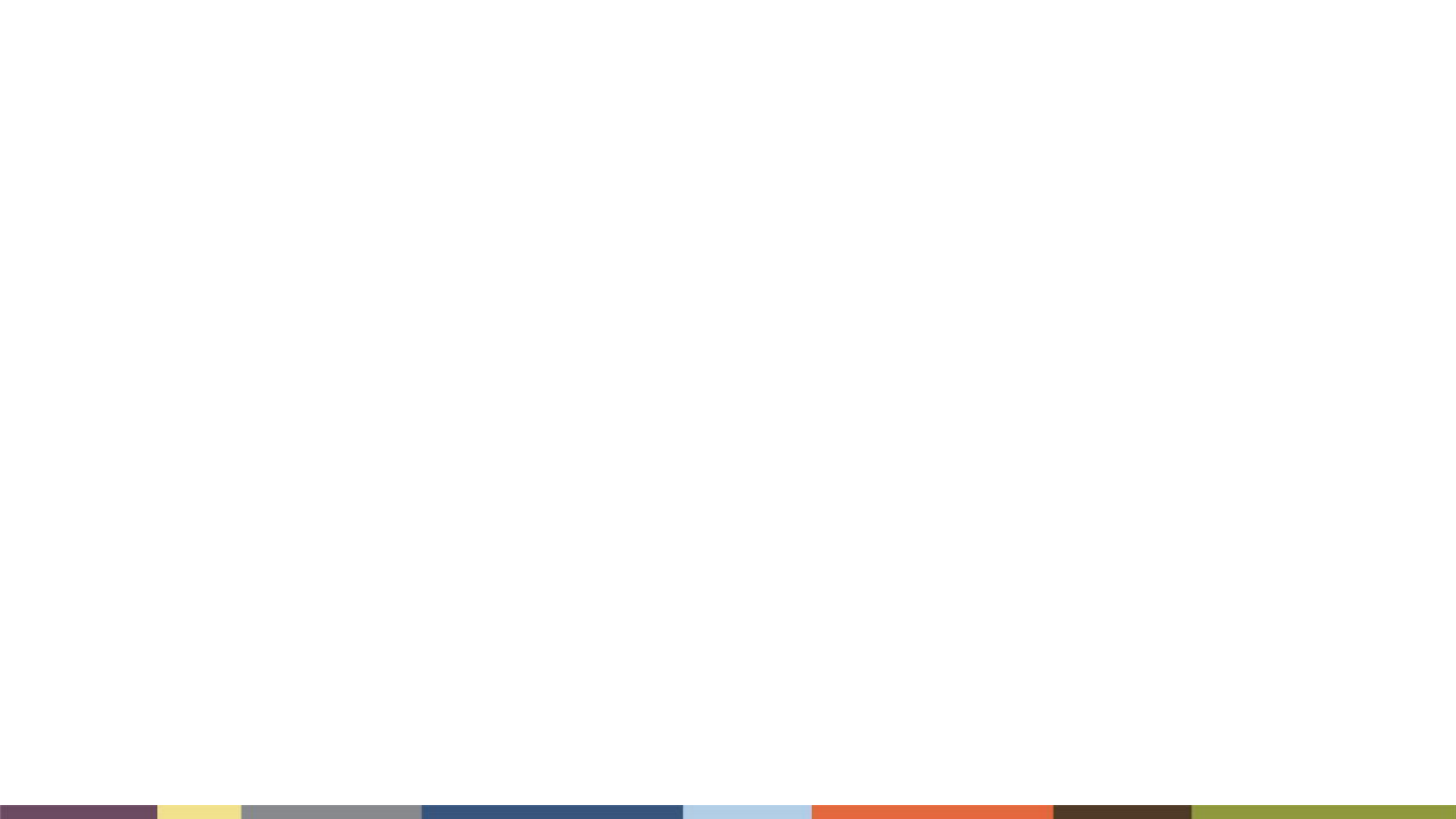
The Improvement Quiz, Take 2

Last questions?

Thoughts?

Insights?





References

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