

An Introduction to the Model for Improvement

Equity in OC CHILA 2

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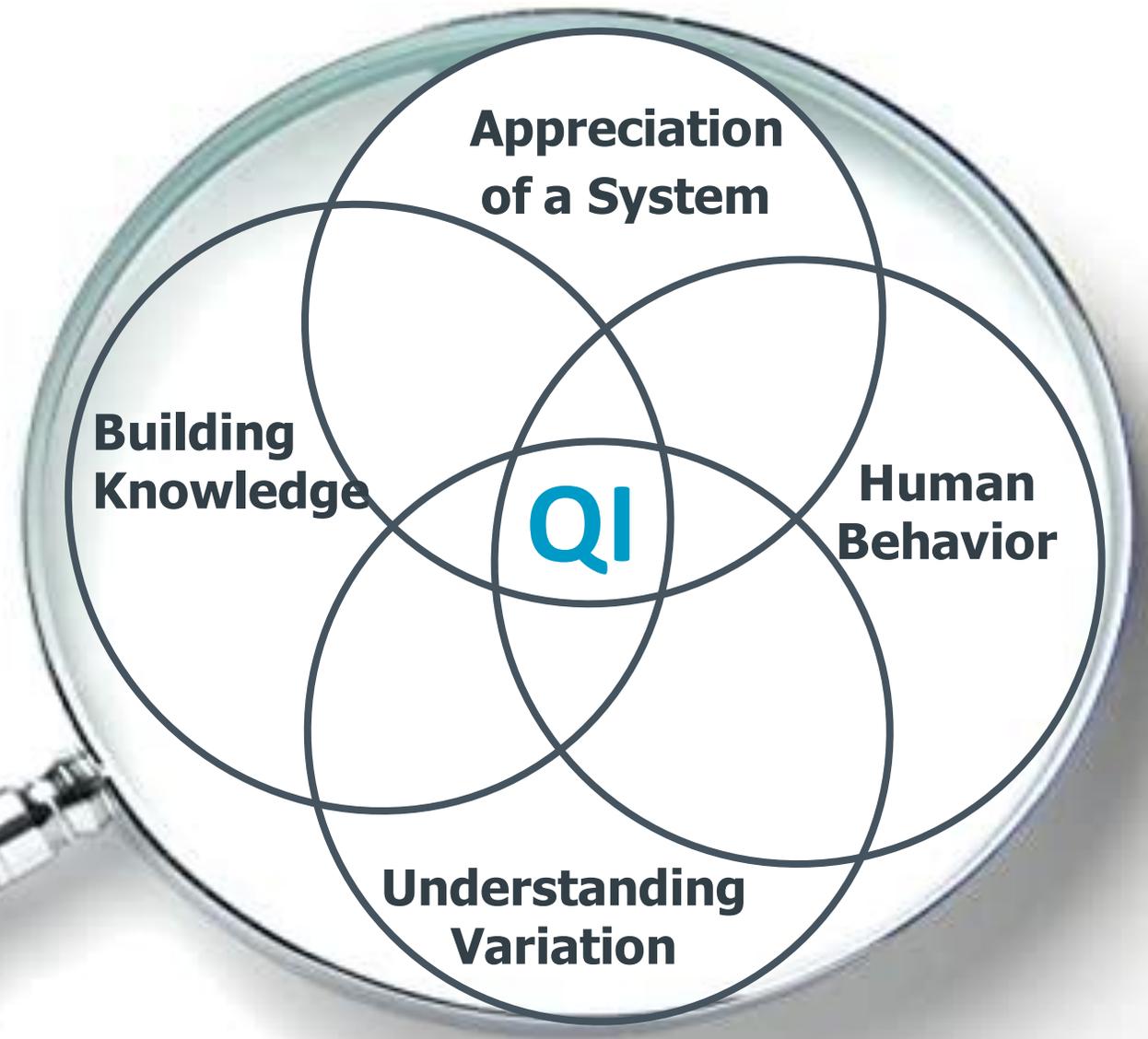
Quality Improvement
is a method
for system change



There is no quality without equity



Four lenses of curiosity



Equity and Antiracism

Appreciation of a System



Appreciation of a System

How are we understanding the impact of our actions on the community?

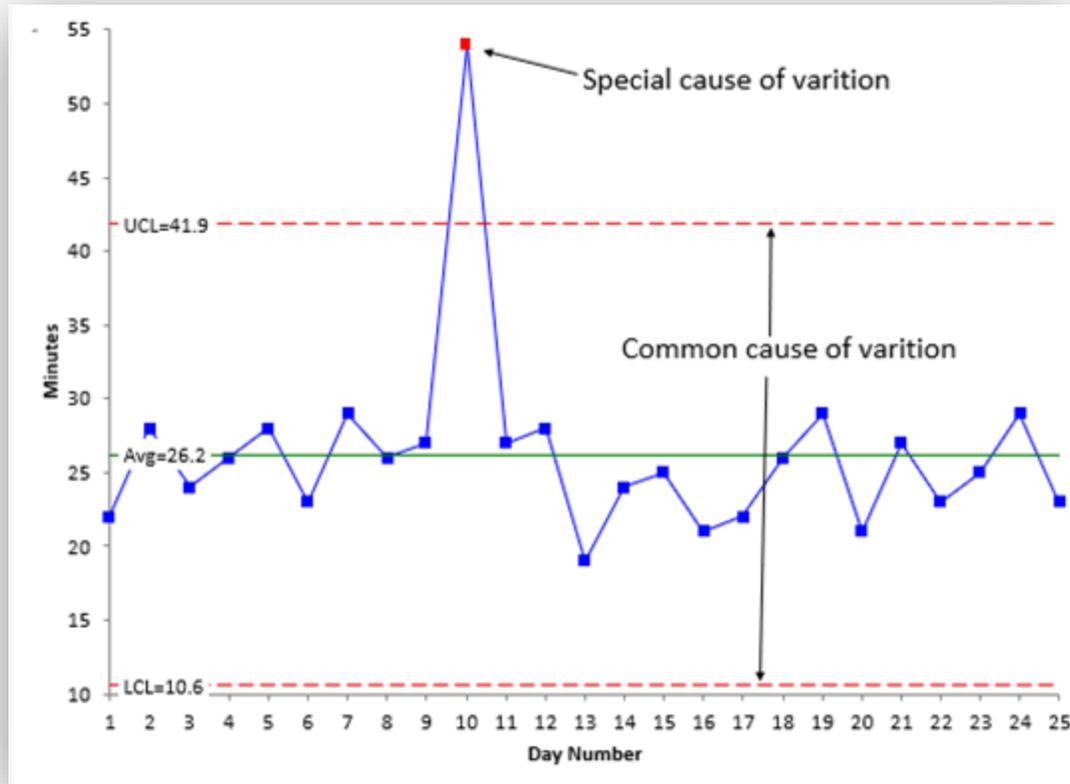
What may be some unintended consequences of our actions?

What parts of our system are dependent upon one another?

If we do _____, will it result in _____?



Understanding Variation



How are we using data to inform our efforts?

What's happening in our data?
What is special cause? What is common cause?

How might we be increasing variation with our actions (intended or unintended)?

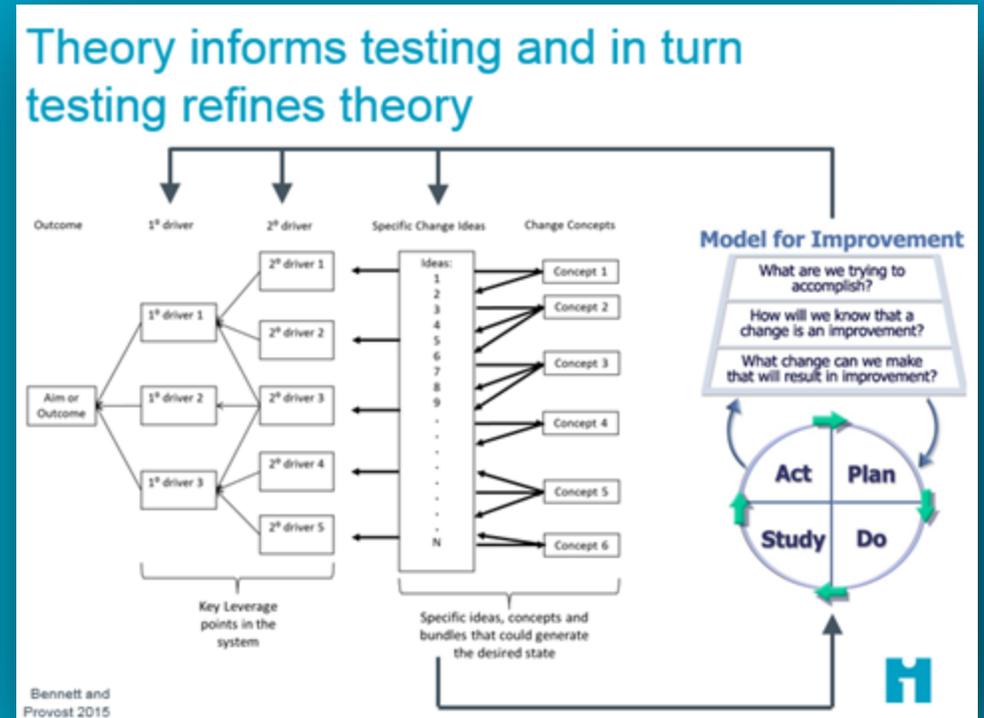


Building Knowledge

How are we learning and adapting?

How do we know what we know to be true?

How do we move from “fixing” and “minimizing” to learning and growth mindsets?



Human Behavior / Human Side of Change

How are we engaging others in our efforts?

What are people's motivations to change? How do we make it easy to change?

How are we understanding and distributing power across our leaders?

How can we make the way we work together an example of what is possible?



Consider how you
use the lenses of
curiosity in your life.



Equity and Antiracism

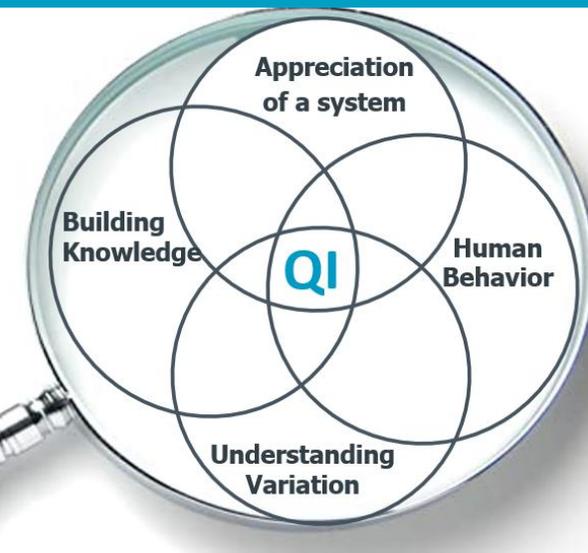
**As you adopt the lenses of
curiosity, you gain tools to
change a system**



Let's Reflect Together

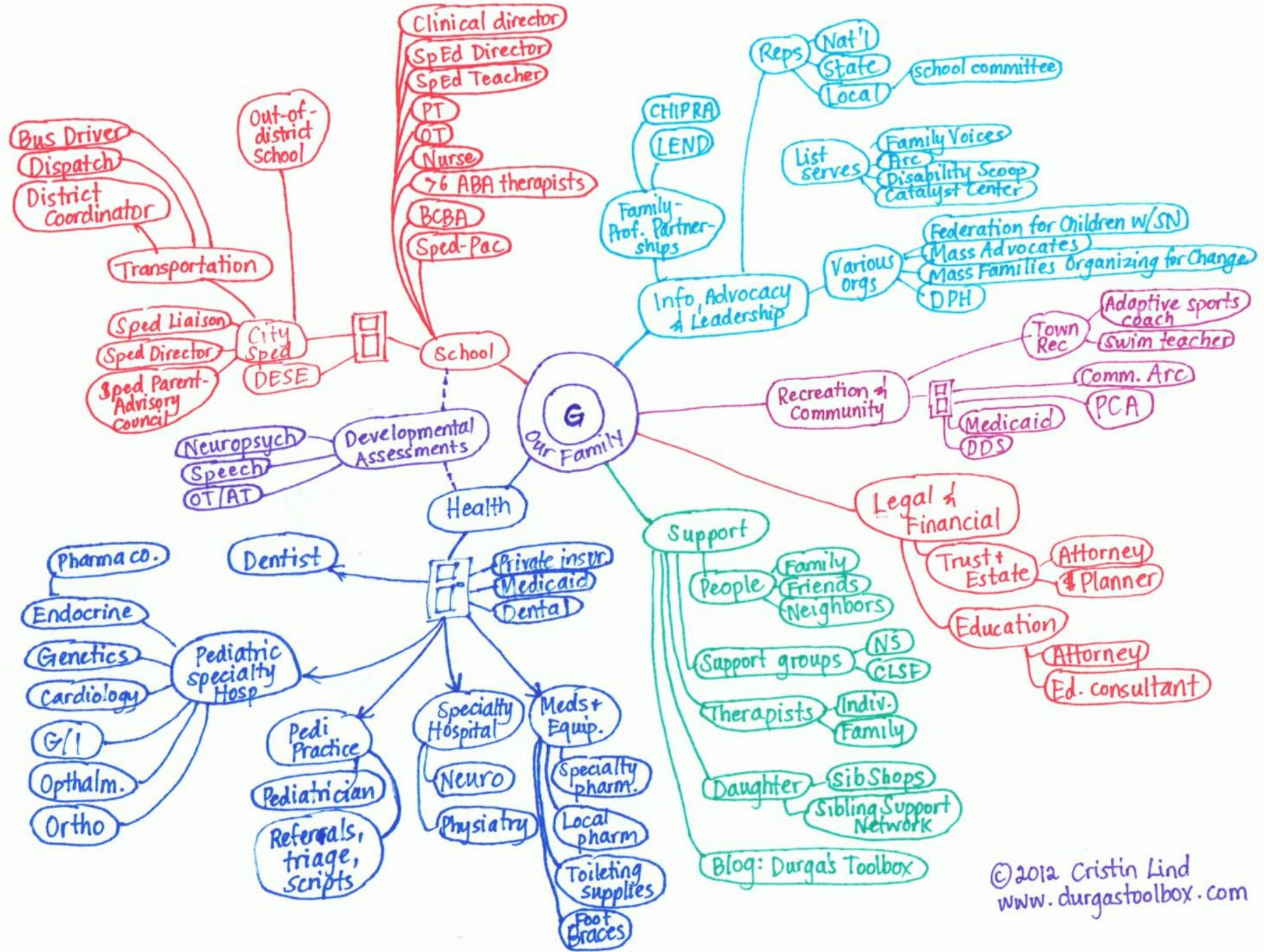
- Get up and find one other person from another table.
- Share with your partner:
 - **Which of the four lenses resonates most with you and your work?**
 - **Which one feels new to you and your life/work? Why?**

4 Lenses of Curiosity



Introduction to the Model for Improvement (MFI)

A Model for Learning & Change



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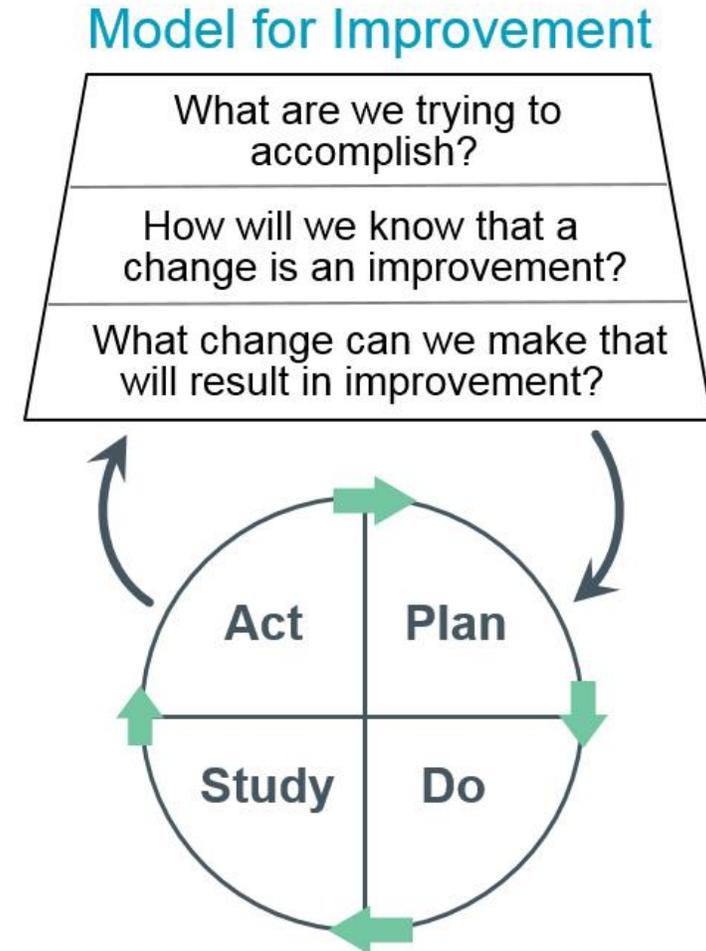


A Model for Learning and Change

Model for Improvement is a model or framework

It was developed by Associates in Process Improvement (API)

It's comprised of 3 questions and a learning cycle



MFI Gets Results Across Contexts

- Health care delivery
- Public health
- Housing and homelessness
- Economic self-sufficiency
- Job creation
- Early childhood development
- Early education
- Higher education
- Justice system
- Mental health
- Social services
- Food systems
- Ambulance services
- *And more*



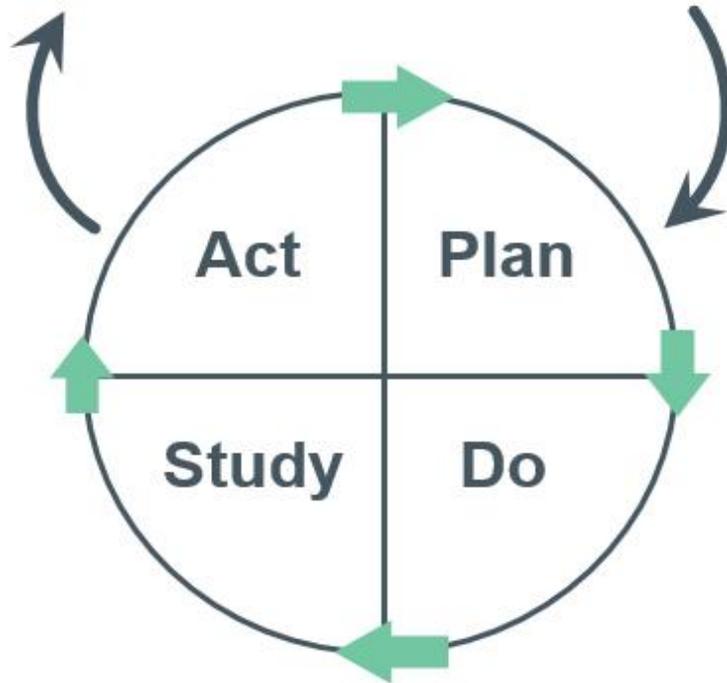
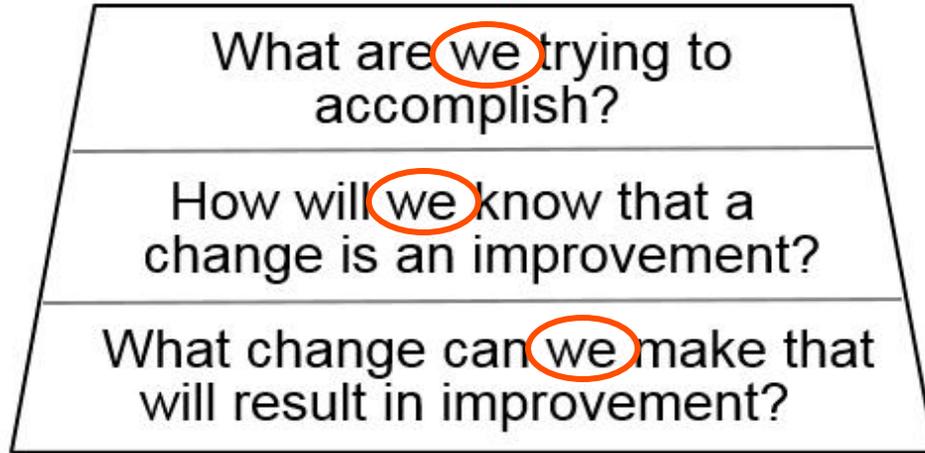
Why the Model for Improvement?



- Applicable to all types of organizations and all groups and levels in an organization
- Provides a framework for the application of statistical tools and improvement methods
- Facilitates the use of teamwork to make improvements
- Emphasizes and encourages the iterative learning process
- Encourages planning to be based on *theory*
- Empowers people in organizations to take action



Model for Improvement



Setting an aim

Tracking progress

Developing a change to the system

Testing the change

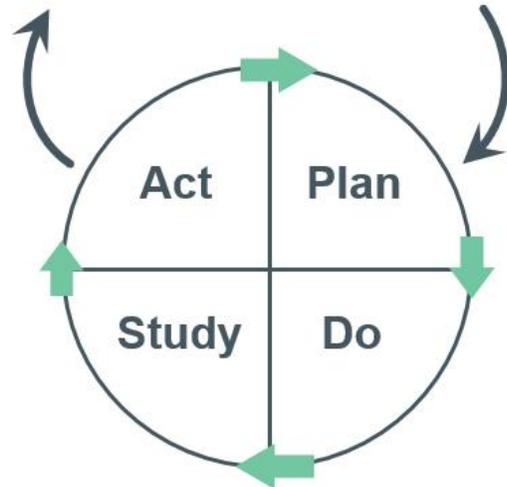
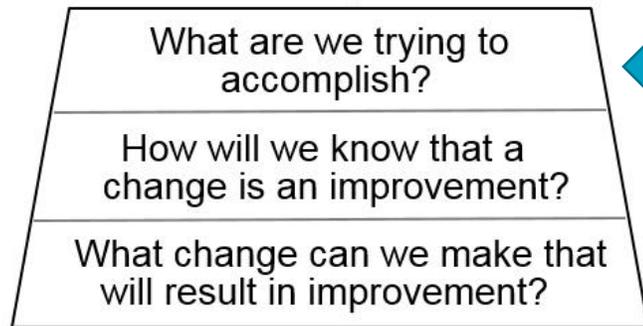




The most powerful and sustainable improvements are coproduced



Model for Improvement



What are we
trying to
accomplish?

Why set an aim?

- Everyone in the community understands what we are trying to do
- The power of writing down goals and telling others
- Different aims require different designs



“Hope” is not a plan.

“Some” is not a number.

“Soon” is not a time.



Essential Components of an Aim Statement

What is **expected to happen** (the outcome of interest)

Timeframe (by when is improvement desired?)

The **system to be improved** (local boundaries)

For/with whom: those who benefit from the effort

Specificity is incredibly helpful in generating focus for the effort being undertaken



What do you think of this aim statement?

Orange County will improve high school graduation rates by 50% by December 1, 2022.

Who? Name the team working on the improvement effort.

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. Make it ambitious but achievable!

By when? Specify the timeframe.

With whom? Name the population of focus.

Where? Define the process or system you want to improve. What is the scope? Boundaries? Starts/stops?



What about this one?

Our coalition of community organizations aims to improve graduation rates from an average of 50% to 85%, for Black/Latinx/API students and students from low socio-economic backgrounds, in 20 high schools across three participating districts (Fulton, DeKalb, and Cobb) by June 2023.

Who? Name the team working on the improvement effort.

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. Make it ambitious but achievable!

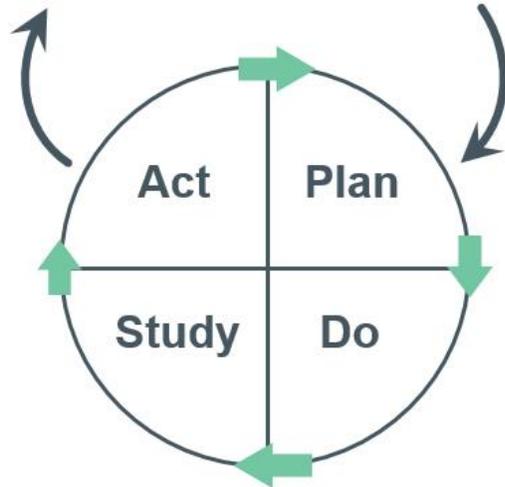
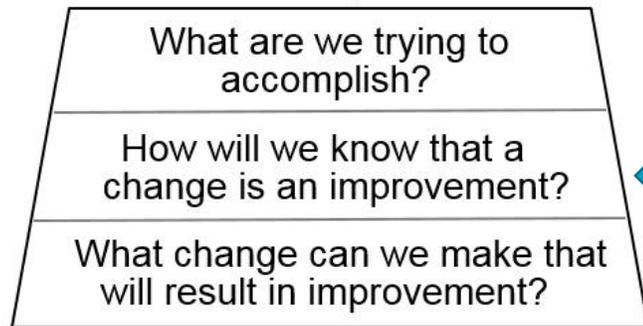
By when? Specify the timeframe.

With whom? Name the population of focus.

Where? Define the process or system you want to improve. What is the scope? Boundaries? Starts/stops?



Model for Improvement



How will we know
a change is an
improvement?

Different measurement roles

Measurement for accountability

Measurement for research

Measurement for improvement

(Tracking whether we are making effective change)



How do we know that a change is an improvement?



Improvement is not just about measurement



However, without measurement you won't know...

“Have we made a difference?”

“Is this change making a positive impact?”

“Have we met the aim of our project?”

“What is the best next action to take?”

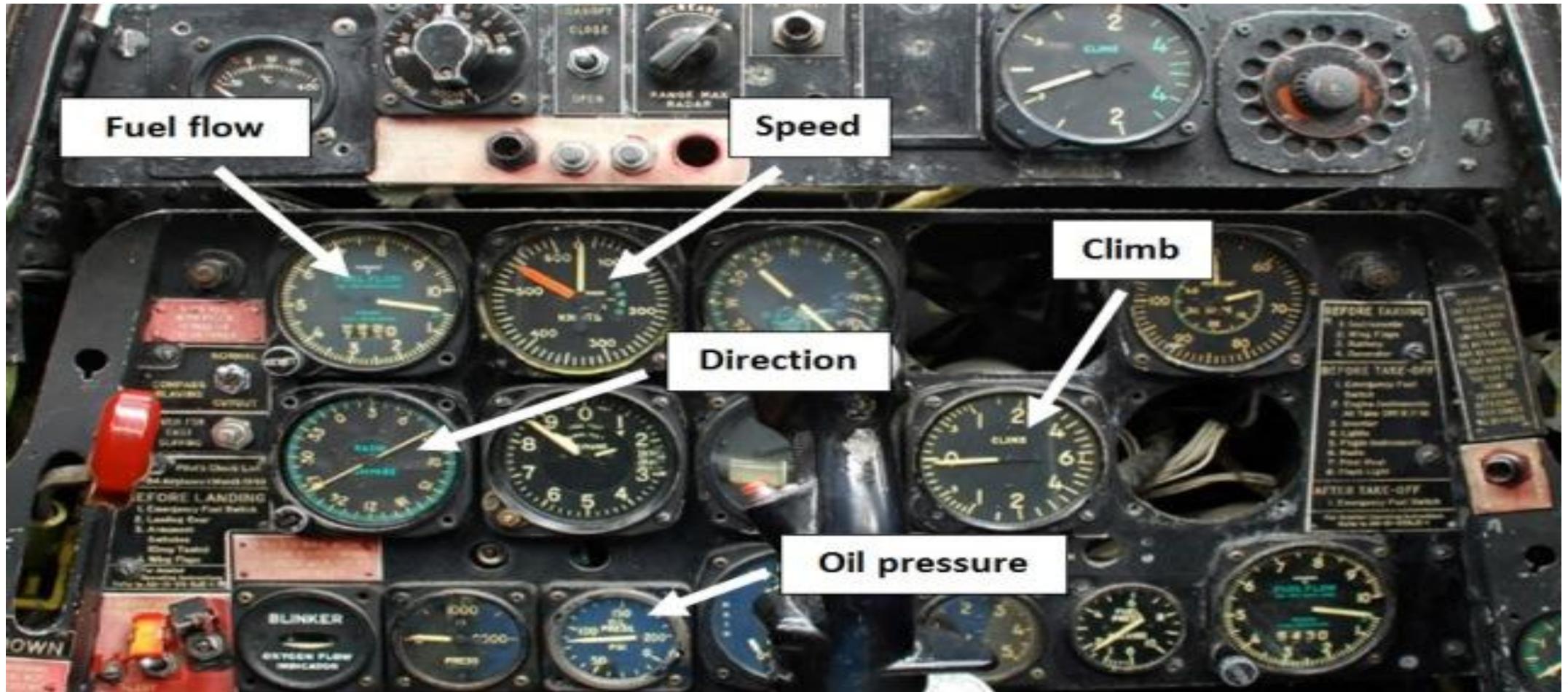


You need a balanced set of measures, linked to the team aim, to determine if the process has improved, stayed the same, or gotten worse

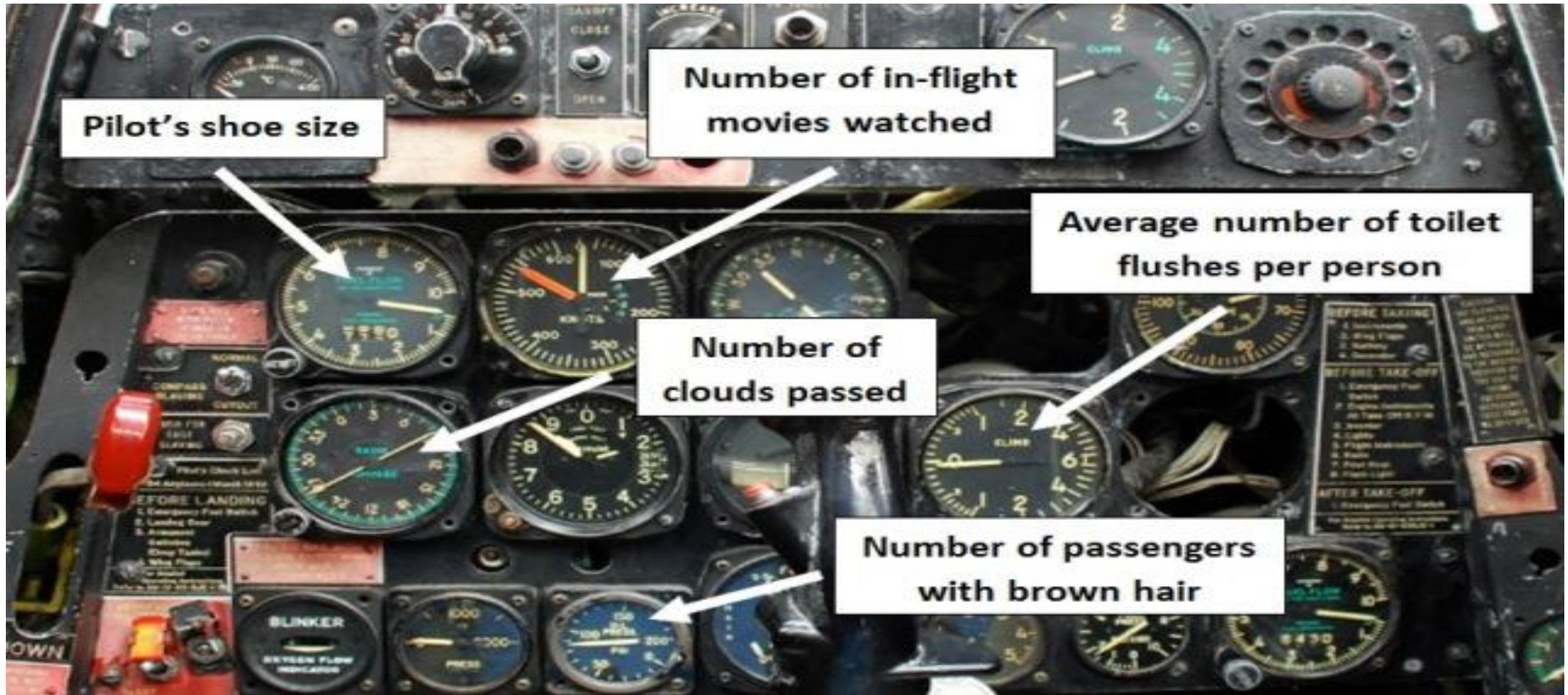




The right measures are the ones that come from *purpose*...



What if you use the wrong measures?



What if you measure the right things, but in the wrong way?



And if we didn't measure anything?



Styles of Measure

Count: Number of individuals experiencing homelessness

Rate: Number of housing placements per month

Percentage: Percentage of streets covered by outreach

Values (time, distance): Time to house



Outcome Measures

Tell a team whether the changes it is making are actually leading to improvement—that is, helping to achieve the stated aim

Process Measures

Tell a team whether a specific process change has been accomplished and whether it is having the intended effect

Balancing Measures

Make sure that changes to improve one part of the system aren't causing new problems in other parts of the system



An improvement team working on food security

Outcome Measure

% of households who report having a sufficient amount of healthy food on hand

Process Measure

of salad kits distributed

Balancing Measure

Avg. weekly grocery expenses



What about
your team?

**Outcome
Measure**

**Process
Measure**

**Balancing
Measure**

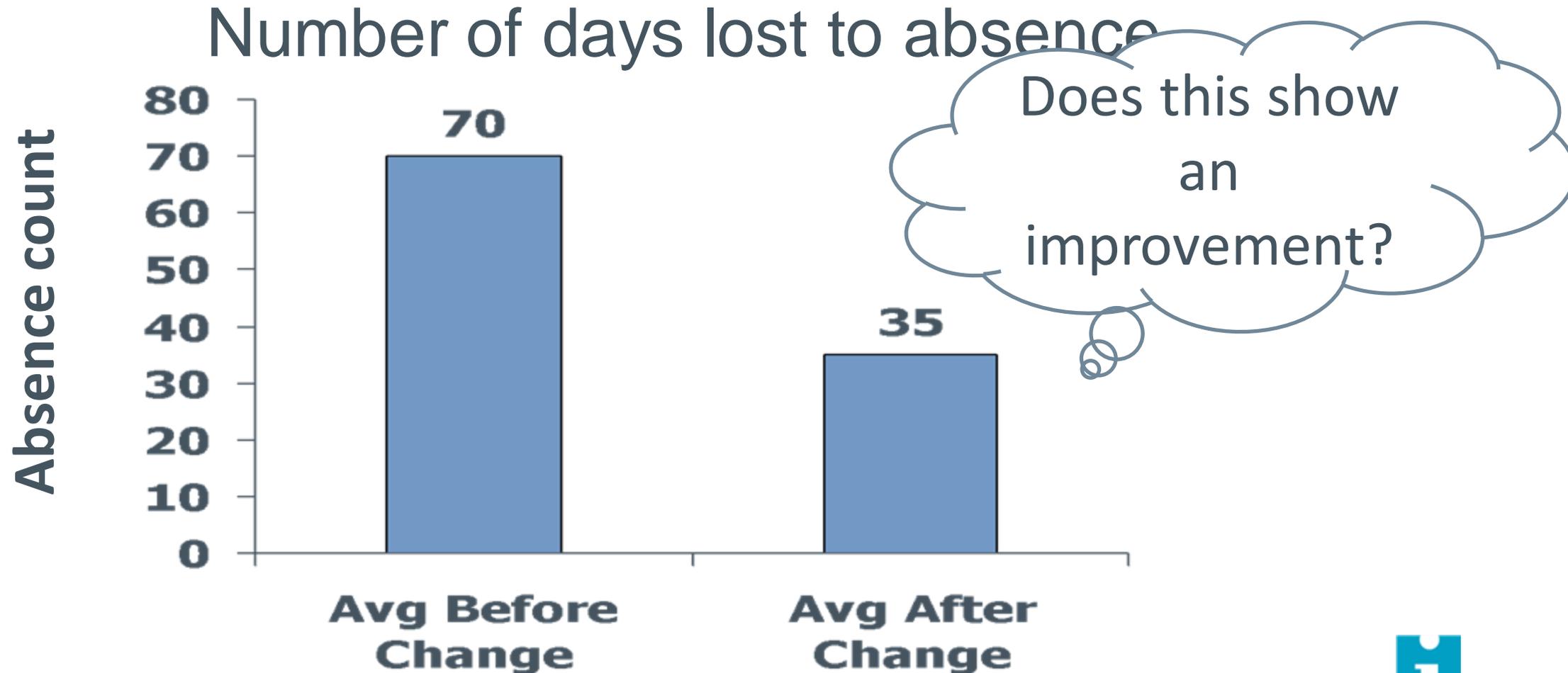


Getting Curious:

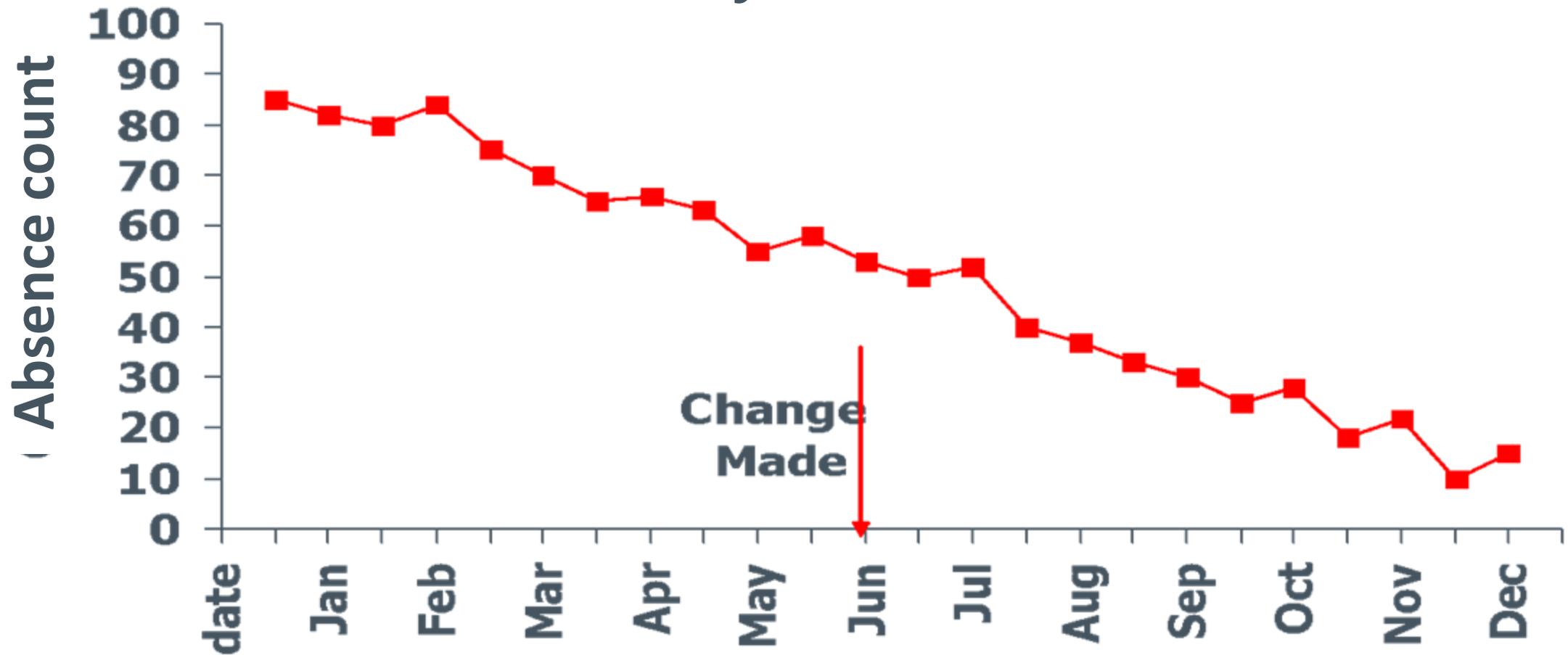
Before and After vs. Data Over Time

A better approach?

Averages before and after the change



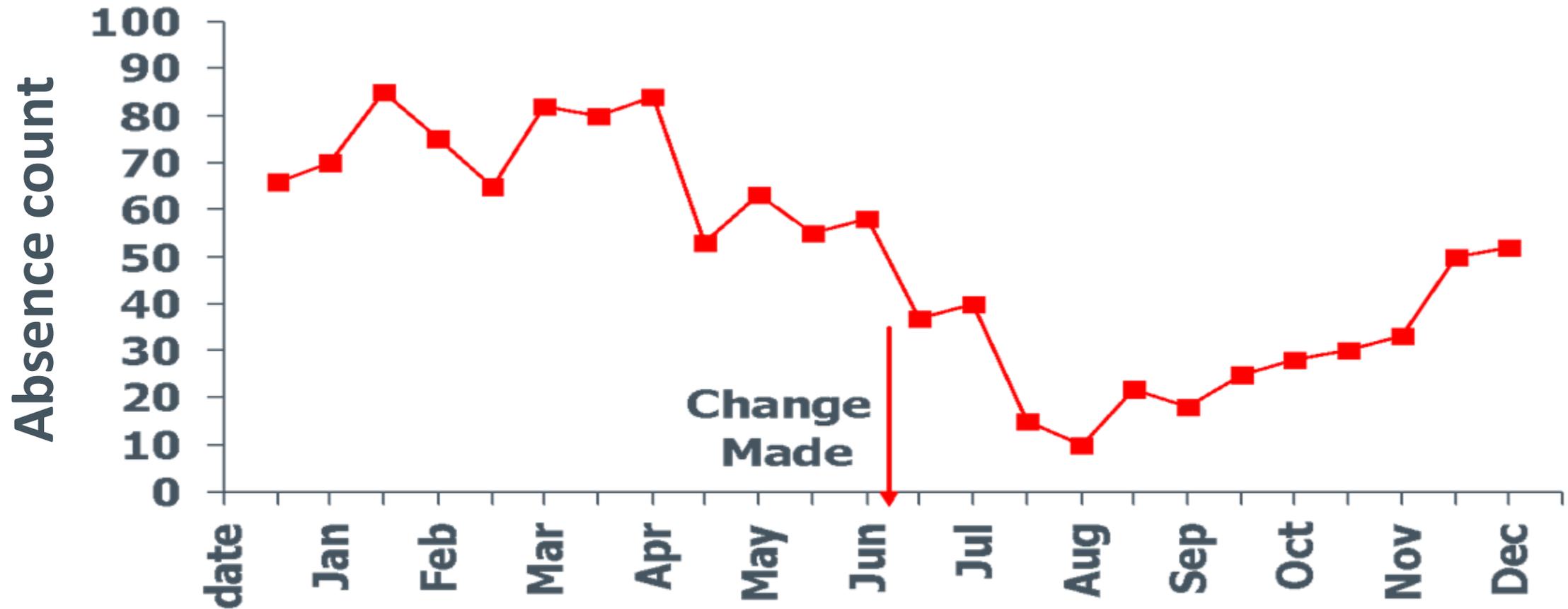
Number of days lost to absence



Number of days lost to absence



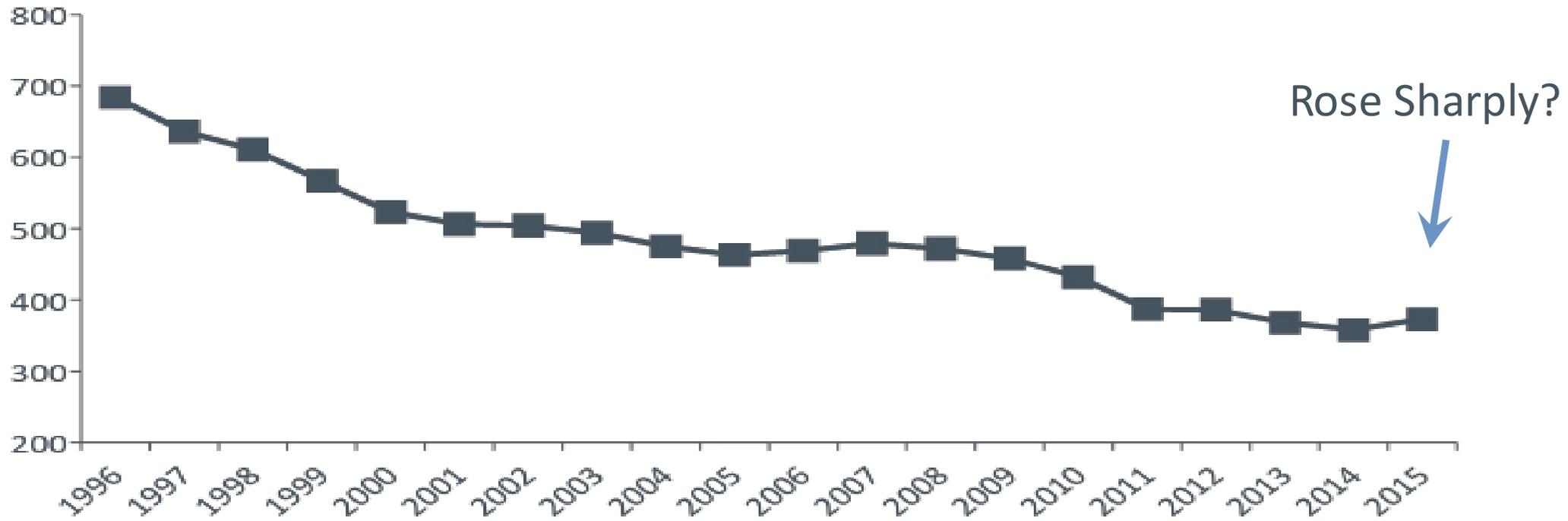
Number of days lost to absence



Getting curious...



US Violent Crime Rate per 100,000 Residents



Measures: How will we know that a change is an improvement?

- The purpose of measurement in improvement work is for learning not judgment
- All measures have limitations, but the limitations don't eliminate their value for learning
- Measures should be:
 - Linked to your aim
 - Used to guide improvement and test changes integrated into your daily routine
 - Just a “vital few”
- Data should be plotted over time on annotated graphs



Tips:

Remember you are measuring for learning and improvement

Ideally use existing measures if/when you have them

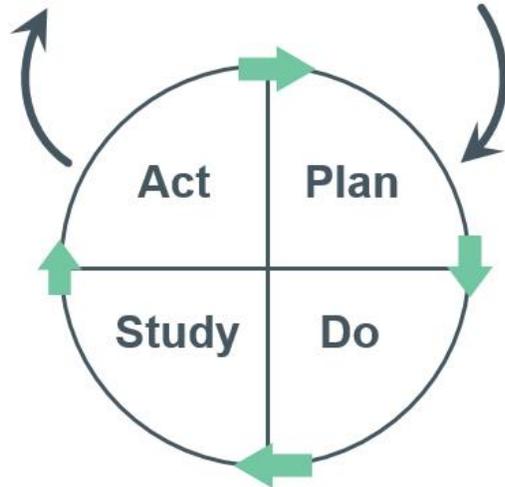
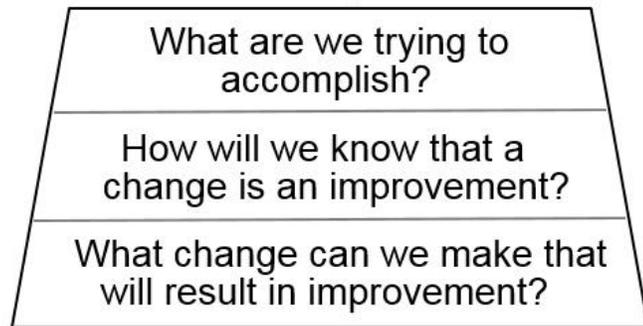
Use qualitative and quantitative data

Use Race/Ethnicity and Language (REaL) data when you can, or consider how you will stratify your data in service of equity

Look to others in the community who have done this well!



Model for Improvement



What change can
we make that will
result in
improvement?

Reactive vs. Fundamental Change

Reactive Change (First order change)	Fundamental Change (Second order change)
<ul style="list-style-type: none">• Often routine• Solves problems or reacts to special circumstance• Keeps the system running or returns it to its prior condition• Immediate but short-term impact• Often MORE > Training, Resources, Rules, Audits, Flyers, etc.	<ul style="list-style-type: none">• Creates a new system (process, product or service)• Alters how work gets done (process) and what people do (behavior)• Necessary for improvement beyond problems• Changes the system in a visible, measurable way• Creates sustained, long-term impact



Tools for Generating Change Ideas

Logical thinking about the current system (observation, describe a process through flow charts and/or process mapping)

Cause & effect/fishbone diagram

Refer to your Driver Diagram and change package

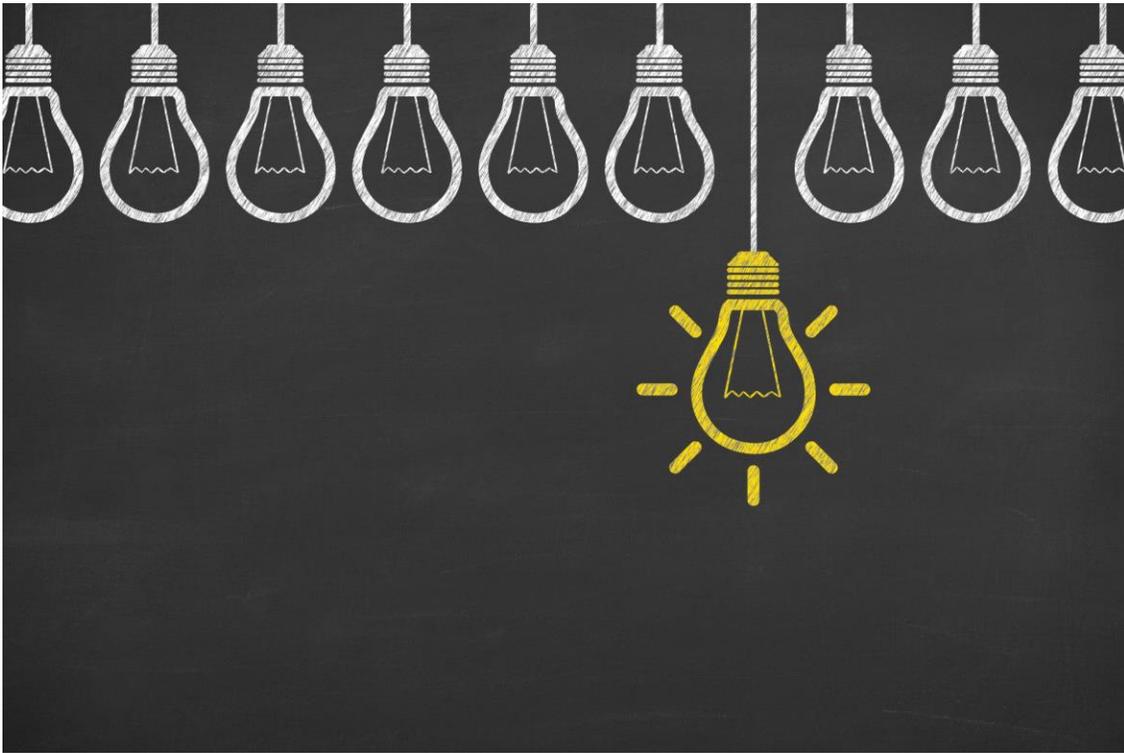
Benchmarking or learning from others - Bright Spots

Learn from those with lived experience (client interviews; 7 stories exercises)

Creative thinking



Beyond an Aspirational Aim



- Effective change requires a **theory** of how you will achieve the goal
- There are endless pathways to improvement. [How do you think you'll get there?](#)
- **Driver diagrams** are one tool you can use to make the theory clear, allow others to share their theory, and help you document what you're learning as you go

What is a Driver Diagram?

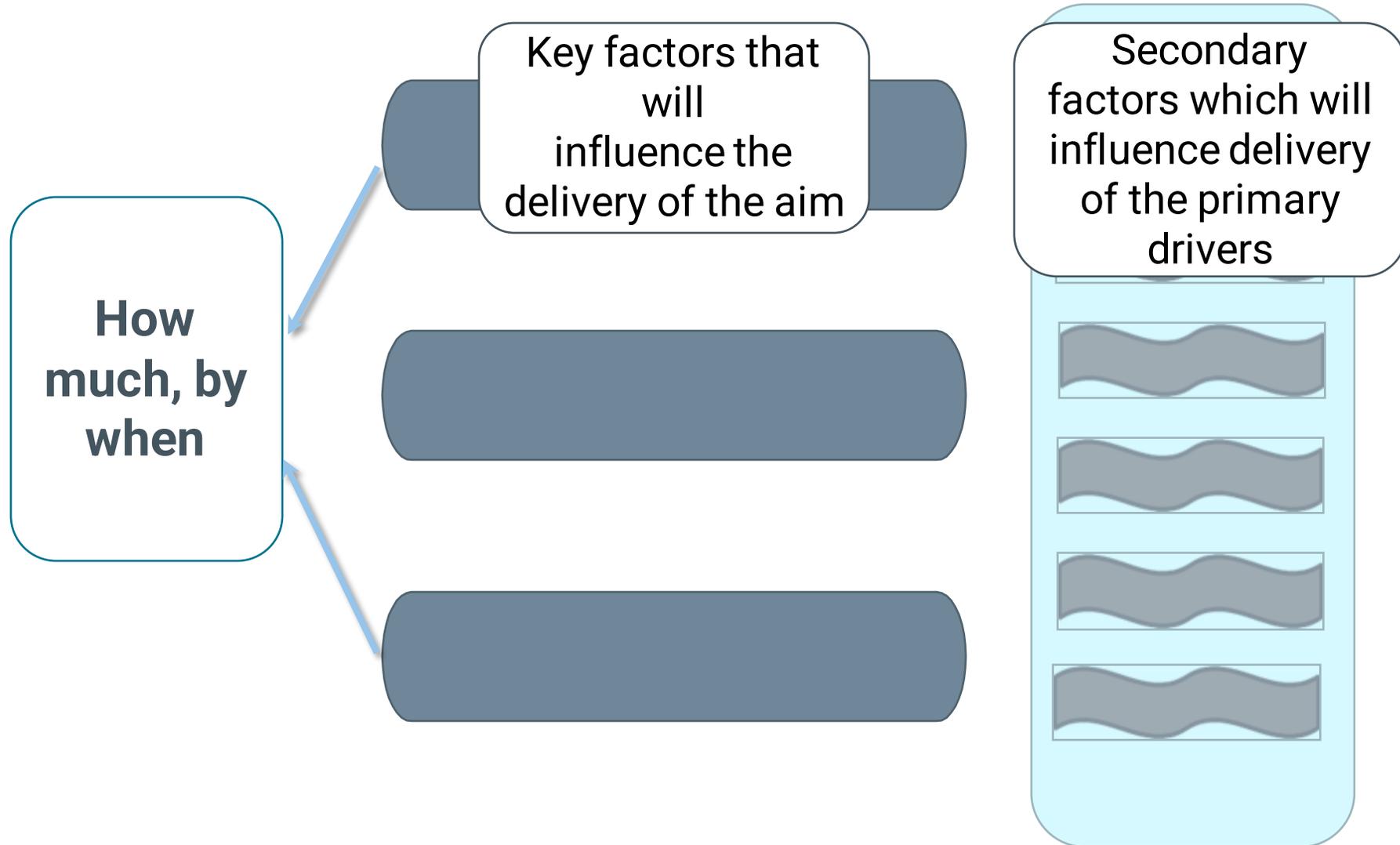
- A driver diagram is a simple, visual tool that will assist you to plan and structure your improvement project.
- It will help you understand the pieces of your project and where you are going with your improvement initiative.
- It is a living document that can be updated at every team meeting where drivers and change ideas can be discussed and agreed upon.



Aim

Primary Drivers

Secondary Drivers



Elements of a Driver Diagram

Aim: The problem you are trying to address.

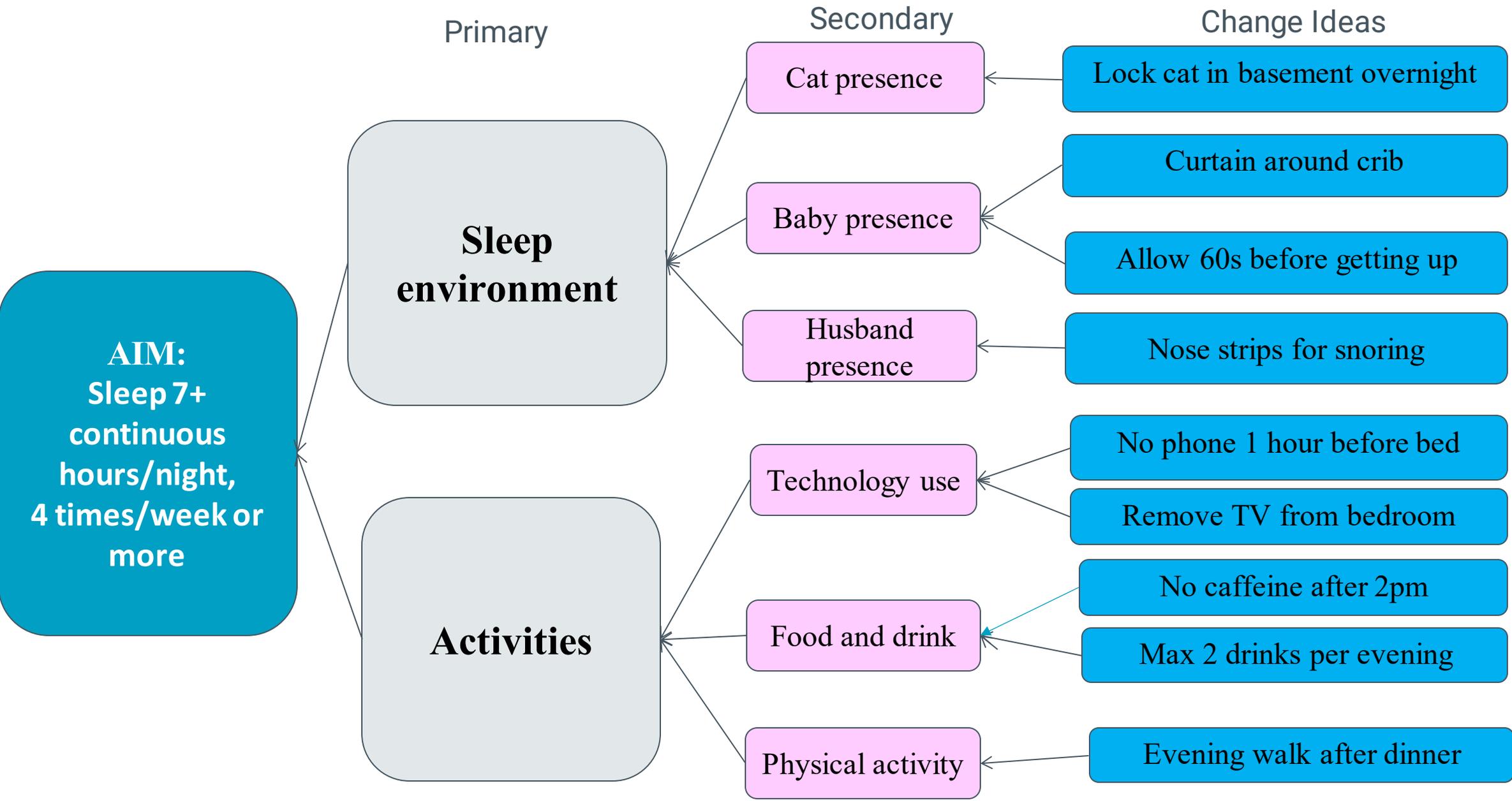
Primary Drivers: High-level factors that must be influenced to achieve the aim.

- Straightforward statements rather than as numeric targets
- Should be both necessary and sufficient

Secondary Drivers: Specific factors that are related to the primary drivers.

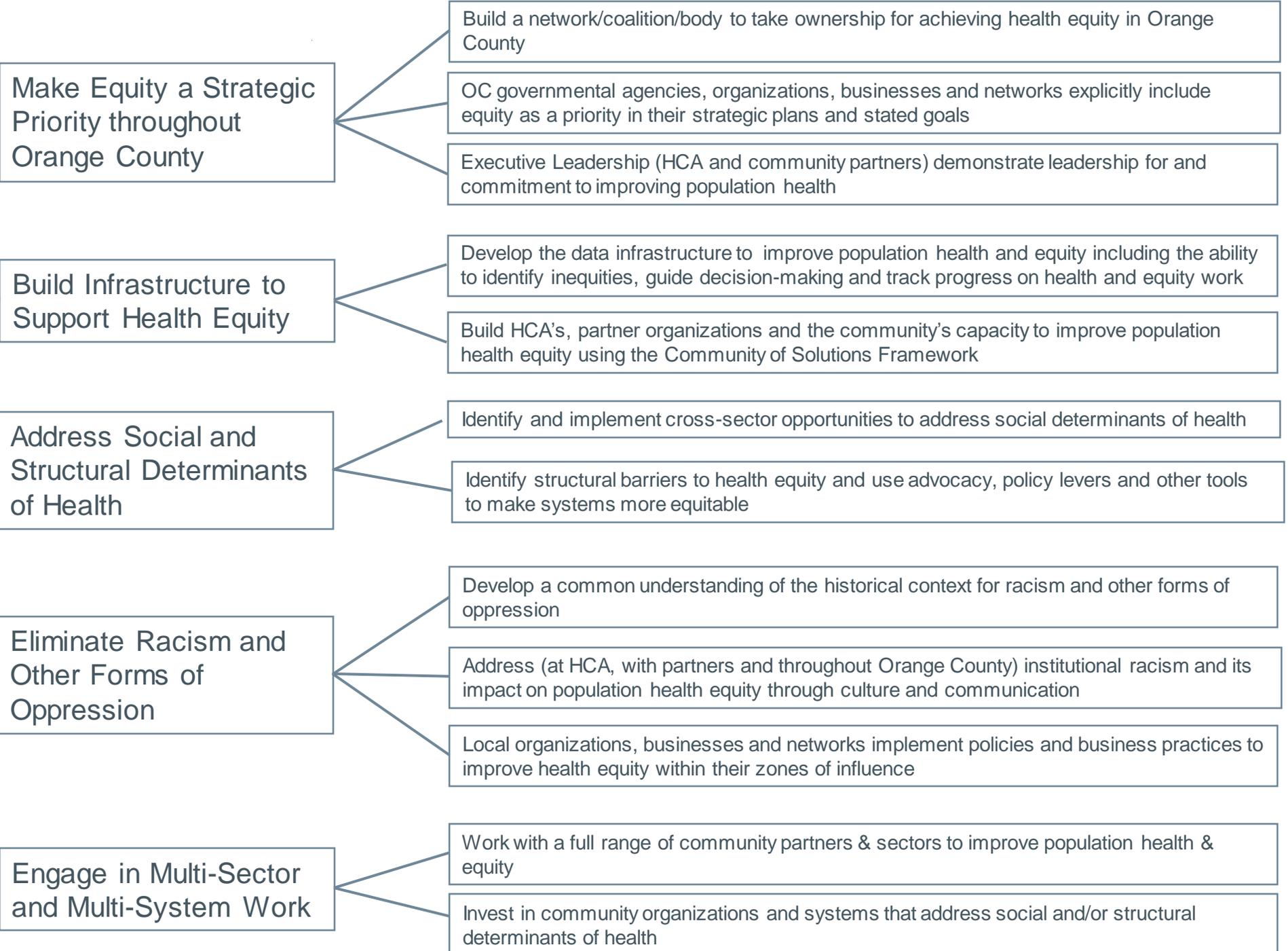
Change ideas: Interventions to address the secondary drivers, that is, what *exactly* are you going to do to and how are you going to do it





Health Equity in Orange County

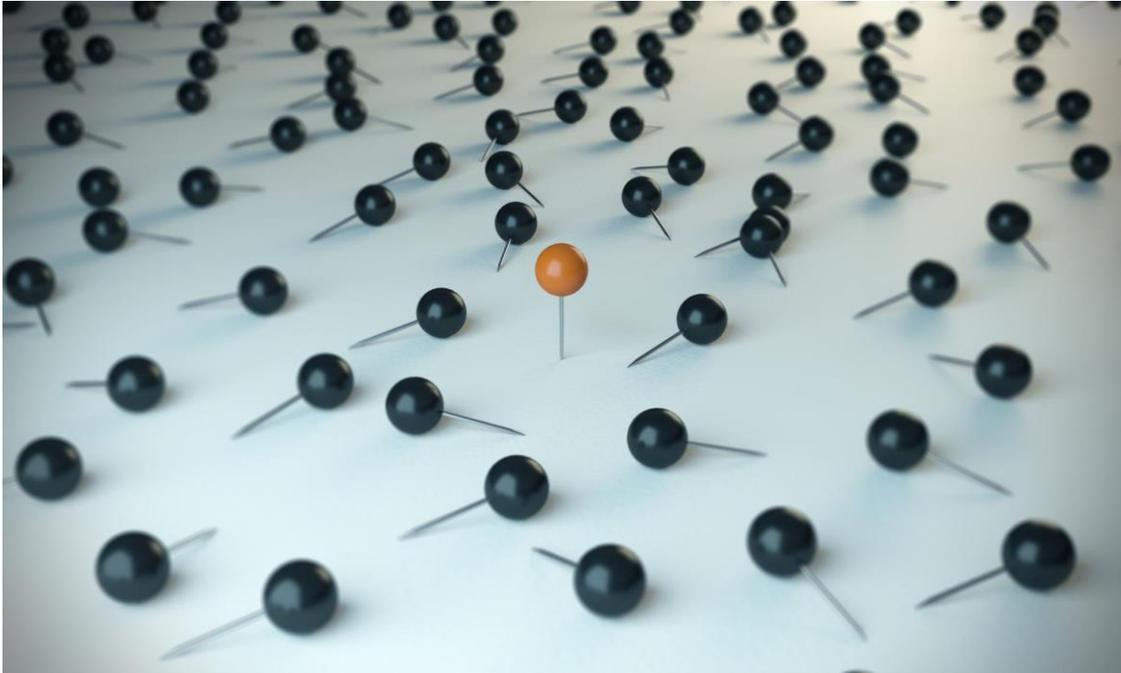
Orange County achieves health equity for all of its residents



FIRST DRAFT Adapted from IHI Pursuing Equity Driver Diagram and Kansas City Health Forward Driver Diagram)

Updated April 2022

Benefits of a Driver Diagram



- Makes your theory of change explicit
- Allows others to share their theories of change
- Enables all partners to align their individual theories into a single working theory
- Helps everyone involved understand exactly how their work contributes to the end goal
- Helps you document what you're learning as you go



Turn to 2 People and Discuss...

What is a change that you tried out in your work or life lately to make it better?

How did you identify that change as an idea to try?

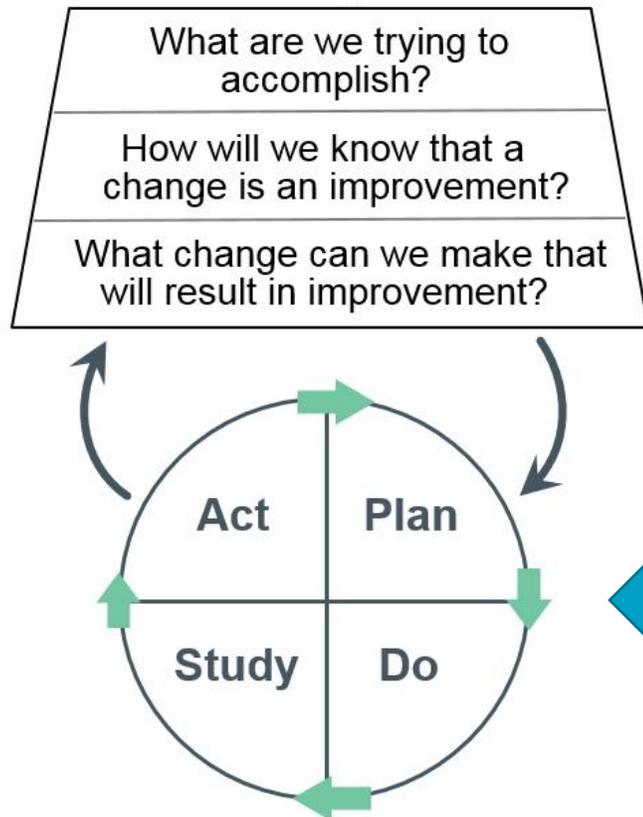


But remember...

A change is different from a TEST
of a change



Model for Improvement



Trying out our
ideas to see if
they lead to
improvement...

A Change vs. a Test of Change

Change: Placing a salad bar in a cafeteria



Placement of bar near entrance



Plan a classroom competition of salad consumption



Recruiting students to be initial testers



Awareness signs around school



Placement of salad bar in front of less healthy foods

A Change vs. a Test of Change

Change: Use a standard common assessment tool



Test with One Agency



Use with Outreach Teams

The Structure of the VI-SPDAT

The VI-SPDAT is organized across four domains. Each domain is directly aligned with the domains of inquiry used in the SPDAT.

- 1. History of Housing
- 2. Risks
- 3. Socialization and Daily Functions
- 4. Wellness

Each question within the VI-SPDAT is directly related to one or more components within the SPDAT. The 'components' are the subsections of each domain area.

Domain Area	Components within the SPDAT
History of Housing	<ul style="list-style-type: none">- History of Housing and Homelessness
Risks	<ul style="list-style-type: none">- Risk of Harm to Self or Others- Involvement in High-Risk and/or Explosive Situations- Interactions with Emergency Services- Legal Issues- Managing Tenancy
Socialization and Daily Functions	<ul style="list-style-type: none">- Self-Care and Daily Living Skills- Personal Administration and Money Management- Meaningful Daily Activities- Social Relations and Networks
Wellness	<ul style="list-style-type: none">- Mental Health and Wellness and Cognitive Functioning- Physical Health and Wellness- Medication- Substance Use- Experience of Abuse and/or Trauma



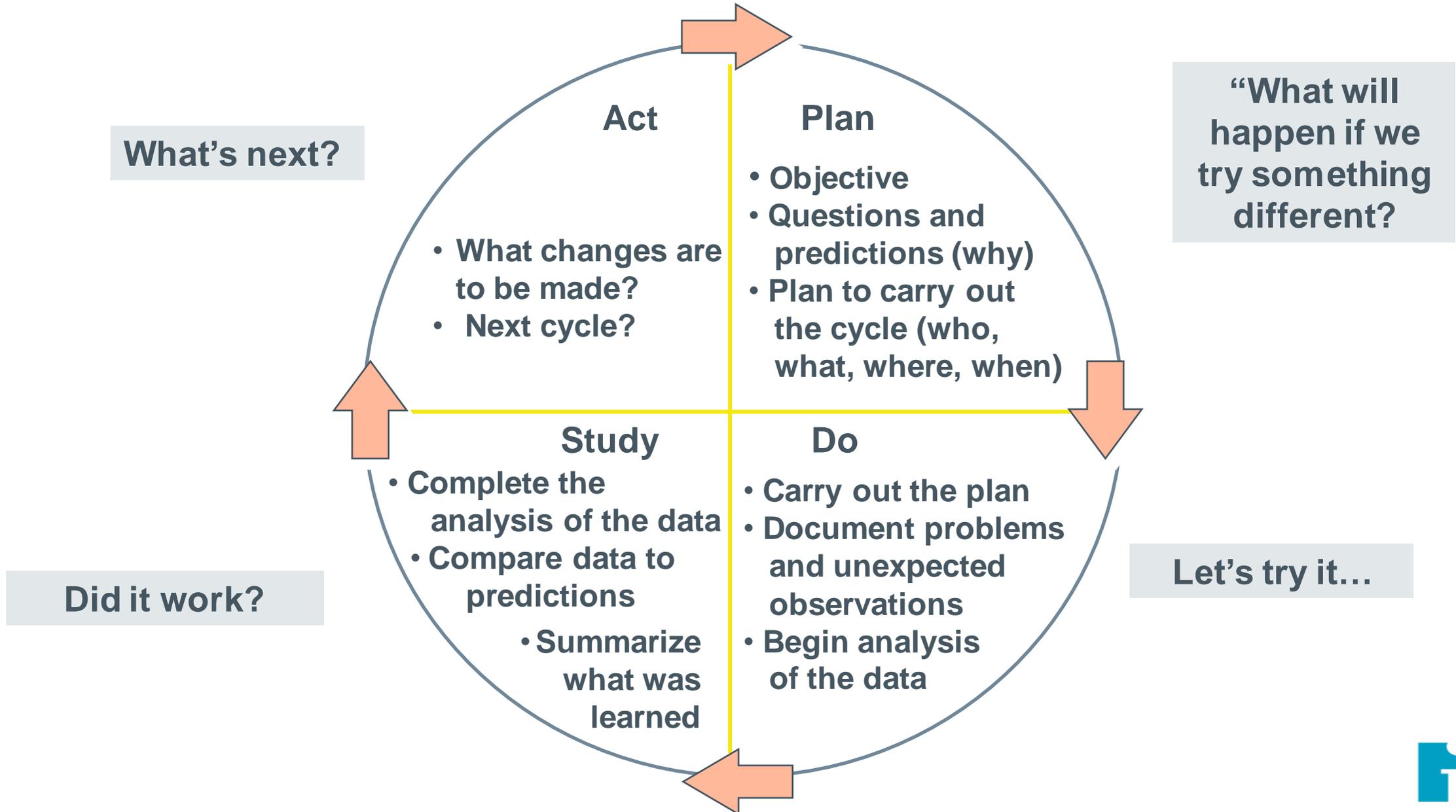
Public-funded Programs and Services i.e. Mental Health



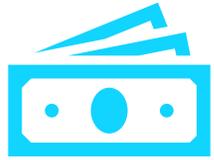
Implementing with Shelter programs



A PDSA Cycle



PDSA Cycles: Why Test?



Use resources
wisely



Learn more from
doing than
planning



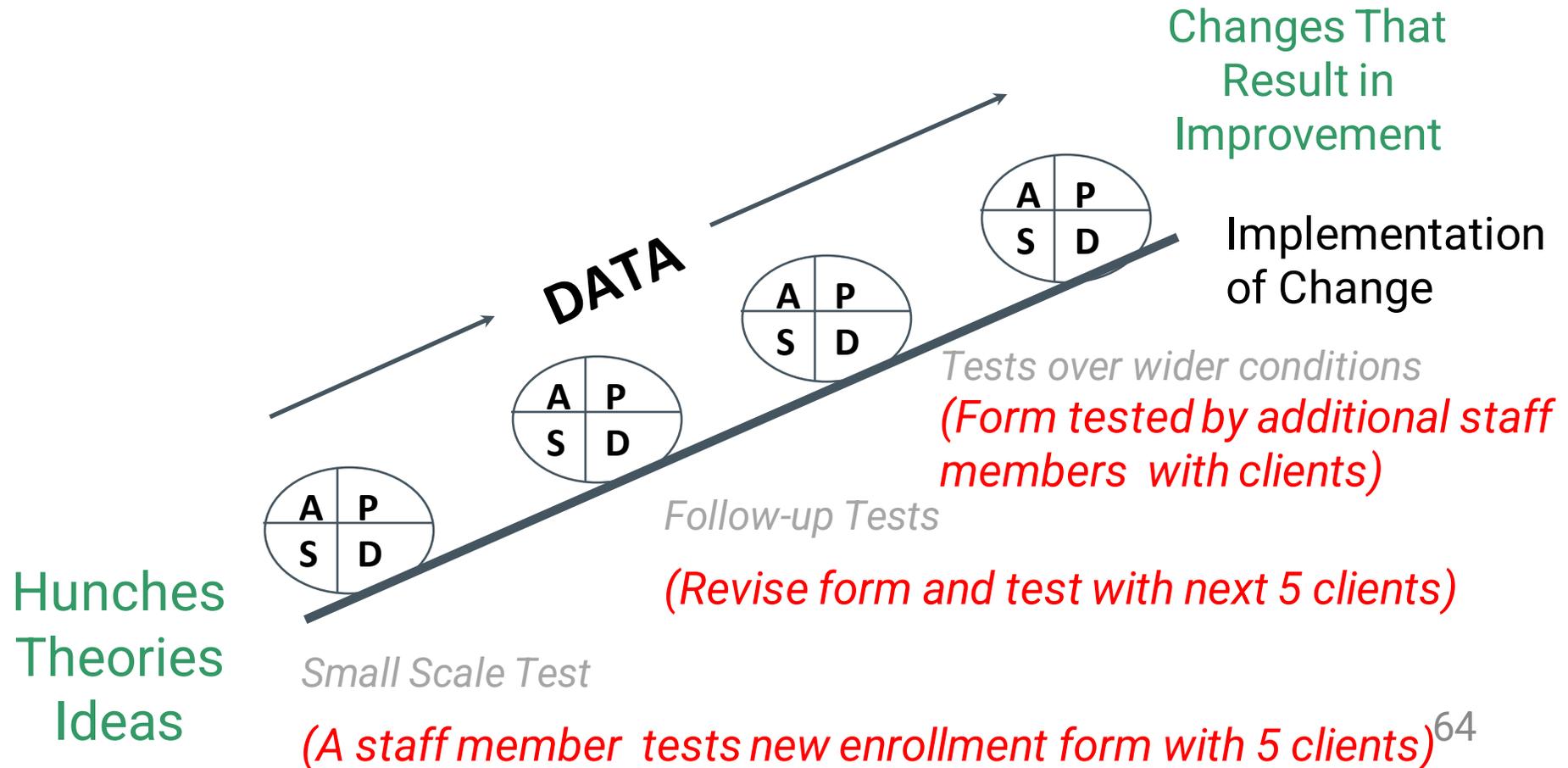
Learn about the
change:
Cost, How much
improvement,
Side effects



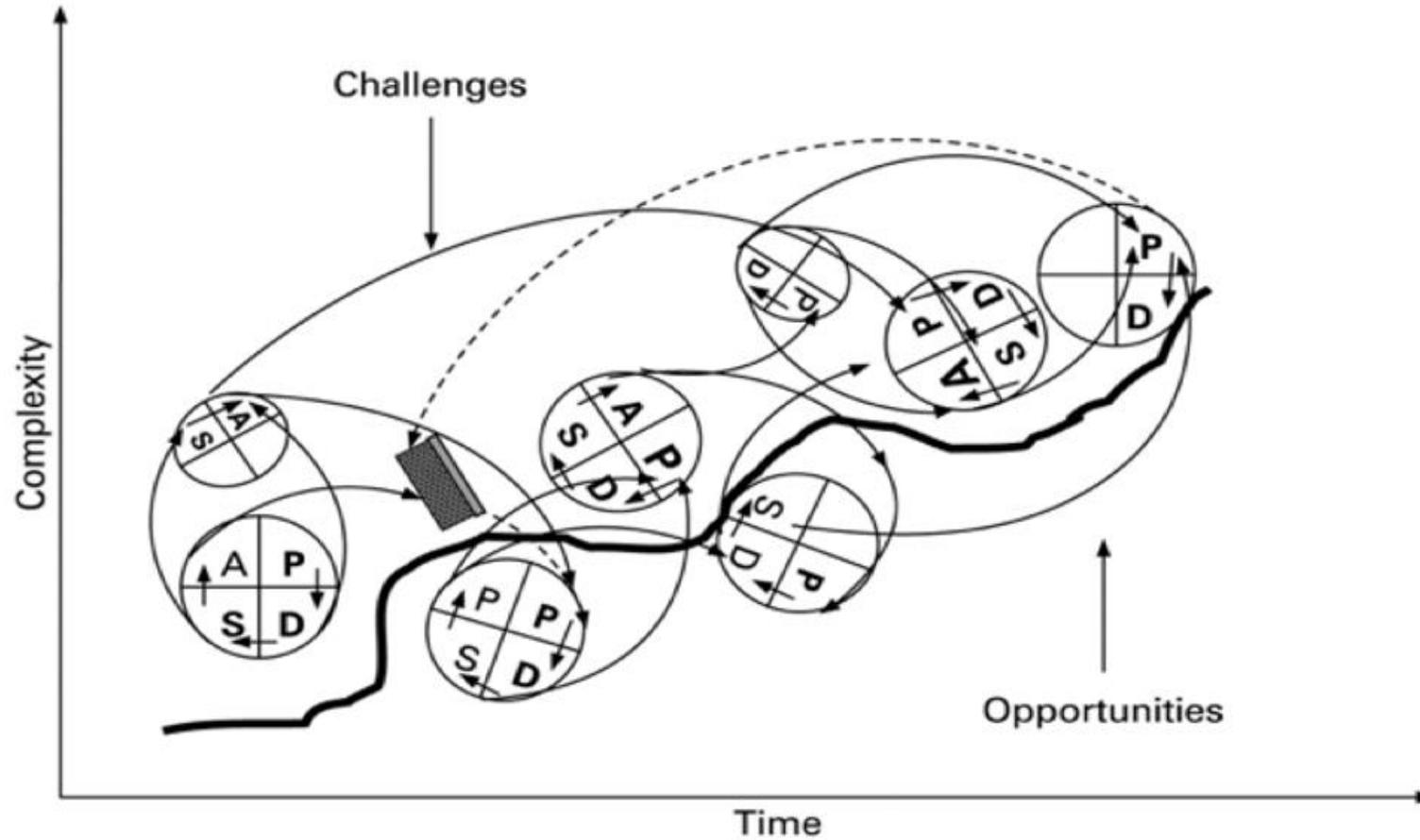
Reduce
resistance to
change



Multiple Plan-Do-Study-Act (PDSA) Cycles



Early PDSA tests (adopt, adapt, abandon)



Source: A case study of translating ACGME, to a comprehensive curriculum improvement projects as the key component requirements into reality: systems quality practice-based learning and improvement, A M Tomolo, R H Lawrence and D C Aron, *Qual Saf Health Care* 2009 18: 217-224



The 5 Key Principles for Improvement

- 1 Knowing why you need to improve.
- 2 Having a way to get feedback/information to know if improvement is happening.
- 3 Developing an effective change that will result in improvement.
- 4 Testing a change before attempting to implement.
- 5 Knowing when and how to make the change permanent.





***Please evaluate
this session:***

**Aim your phone's camera
at the code, and a short
survey will open. Thanks
for helping us improve.**

