Mental Health Access Improvement Collaborative

Learning Session 1
Thu 7\textsuperscript{th} June 2018

Enabling health and social care improvement
Introduction and Welcome

- Wi-Fi GRCH_Public
- Fire alarm
- Photography
- Filming
@hcis_MHAIST
#mhimprove
first question, which of us would you most like to eat?

OH Great.
What’s the best way to spread new knowledge?

Social connection/discussion is **14 times** more effective than written standards/best practice databases/toolkits etc.

Source of data: Nick Milton
http://www.nickmilton.com/2014/10/why-knowledge-transfer-through.html

Source of image: www.happiness-one-quote-time.blogspot.com

#qmicro @GoranHenriks @HelenBevan
ONCE UPON A TIME
NHS England IAPT – Key Performance Indicators

- Right services
- Right numbers
- Right time
- Right results
Every system is perfectly designed to get the results it gets.

—Paul Batalden
The Improvement Hub (ihub) is a part of Healthcare Improvement Scotland.
How?

- Community
- Data
- Focus
- Energy
Mental Health Access Collaborative

Ruth Glassborow
Director of Improvement
Healthcare Improvement Scotland

Improvement Hub
Enabling health and social care improvement
Cinderella Story – where are we on the timeline?
Waiting List

Mental Health Team
Option 1 – Keep increasing capacity of services
• More staff
• More efficient and effective processes
Option 1 – Keep increasing capacity of services
- More staff
- More efficient and effective processes
Getting better data is key to understanding more about where the issues are and hence where the solution lies.

Option 1 – Keep increasing capacity of services
- More staff
- More efficient and effective processes

Option 2 – Reduce demand into services
- Strengthen Tier 1 & 2
- Improve effectiveness of specialist services to reduce re-referrals

Option 3 – Increase flow through by focusing on alternatives for longer term work
We cannot control everything.
Measurement is key to the transformation story
Total Monthly Referrals for Scotland
(Baseline generated from first 8 data points)

35% increase in referrals
This is the 21\textsuperscript{st} Century – we no longer need to wait for a prince to rescue us
Think alliances
you are more powerful than you realise
We cannot control everything.
Let's work together to fast track our way towards a goal that everyone who needs our services can access them when they need them.
Keep in touch

info@ihub.scot
@ihubscot

To find out more visit ihub.scot
Quality Improvement

Marie Innes
Improvement Advisor

Enabling health and social care improvement
Session Objectives

By the end of the session you will be able to:

- Describe the key components of the Model for Improvement
- Define / refine your project aim statement
- Understand the concept of testing in the real world
Mental Health Access Improvement Collaborative

Pre work
- Understand local systems
- Identify teams
- Develop Driver Diagram and change ideas

Welcome to the collaborative WebEx

Learning Session 1

Learning Session 2

Learning Session 3

Learning Session 4

You are here!

Supports
- National and local context
- Aims and measures
- Key changes
- Model for Improvement

- MHAIST Team - Improvement Advisors, Project support, Clinical Advisors, Data analysts
- WebEx’s
- Local and national events
- Team visits

June 2016-Dec 2017
- Launch events
  - Aug - Dec 2017
- Learning session 1
  - June 2018
- Action Period 1
- Learning session 2
  - Nov 2018
- Action Period 2
- Learning session 3
  - May 2019
- Action Period 3
- Learning session 4
  - Nov 2019

Action periods
- Teams testing
- WebEx’s
- Newsletters
- Team visits

What is Quality Improvement?

“The application of a systematic approach that uses specific techniques to improve quality.”

Health Foundation 2014

“Doing the right thing, at the right time, in the right way, for the right person..”

Agency for Healthcare Research and Quality, 2003
The typical approach

Conference Room

DESIGN → DESIGN → DESIGN → DESIGN → APPROVE

Real World

IMPLEMENT
What did you learn – locked away all on your own?

All you needed was a friend ...
...you just have to ask and then...

You don’t have to have the solution

You’ve got to understand the problem

And don’t go hoping for a miracle!
Model for Improvement

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?

Act       Plan
Study     Do

The Thinking Part

The Doing Part

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A real life example..
Measures?

- Time taken for the journey (whole and individual parts)?
- Money spent?
- How early alarm needs set?
- How often am I late for work?
- How stressed (or calm) do I feel when I get to work?
- Impact on home life – late finishes?
Question 1

Model for Improvement

- 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?

Act \hspace{1cm} Plan

Study \hspace{1cm} Do

Setting an aim
Why is a project aim important?

- Gives a sense of direction
- Provides a framework to think through the project
- Keeps improvement activity focused on purpose
- Allows everyone to understand what you are trying to achieve
Constructing an aim statement

• State your aim clearly – for who, where?

• Include numerical goals (how good, by when)

• Set stretch goals
Example project aims

Reduction of DNA rates to initial psychology outpatient assessment in Anytown CAMHS service. This aim will have been achieved when we have reduced DNA 's to initial assessments by 25% in 1 year.
Example project aims

To increase the number of patients who set and regularly rate goal based outcomes during clinical sessions
Example project aims

To reduce wait time from referral to first assessment appointment in Anytown Psychology service to 6 weeks by March 2019
Your project aim

- 10 minutes in your team - working on your project aim

- 10 minutes
  - Look at another team aim
  - Provide feedback / ask questions

- Feedback
  - What is good about it?
  - What could be even better?
Question 2

Model for Improvement

- 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?

Measurement
Three types of measures

**Outcome**
Are the changes you are making helping to achieve your aim?

**Process**
Is a specific process change having the intended effect?

**Balancing**
What has happened in other parts of the system – unintended consequences?
How will you measure?

• Decide on measures for your project
• How frequently will you measure e.g. monthly, hourly, weekly?
• How will you collect the data?
• Who will collect it?
Question 3.....

Change ideas
The doing part....

Model for Improvement

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?

Act

Plan

Study

Do

Testing changes
The Quality Improvement approach

Conference Room

DESIGN

TEST & MODIFY

TEST & MODIFY

TEST & MODIFY

APPROVE IF NECESSARY

START TO IMPLEMENT

Real World
Plan

- What change you will make?
- Who will do it?
- When will it be done?
- What tasks are needed to set up the test of change?
- What will happen when the test is carried out? (prediction)
- What data can you collect to evaluate the test?
Do

- Run the test
- Document what happened when you ran the test
- Describe problems and observations
- If the test does not run as smoothly as expected don’t despair - this is good learning too
Study

• Reflect on test
  ▪ how did it go?
  ▪ what did you learn?
  ▪ is it a better process?
  ▪ did anything unexpected happen?

• Describe the measured results, compare to the predictions
Act

- Given what you have learned what will your next test be?
- Test in a new setting / under different conditions
- Expand...1-3-5
- Never adopt until you can reliably predict what will happen in a number of conditions
PDSA cycles

Increased knowledge through testing leads to predictability of the impact of change

Theories, hunches, intuition

Changes that result in improvement

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Your Plan

Reality
Keeping a record of what you tested

<table>
<thead>
<tr>
<th>Aim (overall goal for this project)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change idea</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PDSA objective: Describe the objective for this PDSA cycle</th>
<th>Cycle No:</th>
<th>What questions do you want answered for this test of change?</th>
<th>Predict what will happen when the test is carried out.</th>
<th>Measures to determine if prediction succeeds</th>
</tr>
</thead>
<tbody>
<tr>
<td>---------------</td>
<td>-----------</td>
<td>----------------------------------------------------------------</td>
<td>--------------------------------------------------</td>
<td>----------------------------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Plan**

<table>
<thead>
<tr>
<th>List the tasks needed to set up this test of change.</th>
<th>Person responsible</th>
<th>When to be done</th>
<th>Where to be done</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Do**

- Describe what happened when you ran the test.

**Study**

- Describe the measured results and how they compared to the predictions.

**Act**

- Describe what modifications in the plan will be made for the next cycle from what you learned.
How wonderful it is that nobody need wait a single moment before starting to improve the world.

Anne Frank
Let’s try it out!!

Enabling health and social care improvement
Coin Spinning PDSA

• You will need....
  • Coins -1p, 2p, 5p, 10p
  • PDSA tracker form
  • Timer (smartphone)
# Coin Spinning Game Worksheet

## Open School

**Example Worksheet and Run Chart**

<table>
<thead>
<tr>
<th>#</th>
<th>Plan</th>
<th>Do</th>
<th>Study</th>
<th>Act</th>
</tr>
</thead>
<tbody>
<tr>
<td>#</td>
<td>What questions? Theories?</td>
<td>Prediction</td>
<td>How did what you see match prediction?</td>
<td>What now? Adopt, adapt, abandon?</td>
</tr>
<tr>
<td>1</td>
<td>Large coins last longer</td>
<td>Nickel = 10 seconds</td>
<td>No, Three seconds short. Large Size/weight</td>
<td>Adapt - Test Quarter</td>
</tr>
<tr>
<td>2</td>
<td>Bigger quarter will spin longer</td>
<td>Quarter = 10 seconds</td>
<td>Two seconds short. Size may be more important</td>
<td>Adapt?</td>
</tr>
</tbody>
</table>

![Data Collection on a Run Chart](chart.png)
Preparation

Get into groups of 4-5 people

Designate a

- spinner
- timekeeper
- recorder
Let’s play!

You have a total of **15 minutes**

- Test spinning a coin for the longest amount of time
- Use any coin, any technique, any surface
- Start timing when coin starts spinning, stop when it comes to a natural stop fully on the surface
How did that go?

• What surprised you?

• What predictions did you make?

• Did you collect data?

• Was your theory different before you started spinning coins?

• What did you learn from other teams?
Successful teams....

- Are creative in generating change ideas
- Run a lot of tests
- Create a theory (might not know they have!)
- Collect data
- Learn from other teams
Coffee break

Take a little

COFFEE BREAK

lovethispic.com
Driver Diagrams

Kirsty Ellis
Improvement Advisor

Enabling health and social care improvement
Gathering & Grouping your ideas

By the end of the session you will have:

• Creatively generated a large number of ideas / issues related to your aim
• Organised and summarised natural groups
• Understand the essence of your problem and
• Identified breakthrough solutions
Equipment

• On your table you will find Post-its©

• Two flip chart sheets and

• Marker pens
A useful improvement tool: Affinity diagram

• On your flip chart paper write out in big text your aim developed in Marie’s earlier session. Write your aim near the edge of your paper, you are going to use the rest of the space later on in this exercise.

How much, by when
A useful improvement tool: Affinity diagram

Now:

• For the next 10 minutes as a group / team
  • Write down on Post-its© as many ideas / issues / solutions as you can relating to your aim
  • Write each idea on one Post-it© and stick them to your flip chart
  • Don’t have single words on your Post-it©, try to use simple sentences
  • Put these Post-its© on your second piece of flip chart paper
• Spend the next 5 minutes reviewing the Post-its© don’t move them but if anything occurs to you as you look at them write these new ideas down and add them to the collection.

• Okay now the fun bit:
  • Spend the next 10 minutes silently grouping the Post-its© into related groups – there should be 5 – 10 in each group.
  • If you think a Post-it© is in the wrong grouping mark it with a coloured dot and move it where you think it should be.
• For the next 10 minutes explore as a team the Post-its® which have coloured dots on them. Try to reach a consensus on the group these belong to
  • If you can’t reach agreement write a second Post-its® and add it to the other grouping.

• It’s okay to have Post-its® which sit out on their own – as a team you may need to explore this – why is it on its own?
Next step

• Spend 10 minutes agreeing as a group a word or phrase which captures the central idea / theme of each grouping.

• Write the phrase / words on a Post-it© and stick it above the group of Post-its© it refers to.

• If you have groups which it feels difficult to create a single summary heading for consider subdividing – be wary of over dividing though.
• On your flip chart paper with your aim written on it place your group names close to your aim but with space between the aim and each of the group names.
Now place the Post-its© close to their group name so that you could draw a line from the aim through the group name to the group post-its©
You have just created a driver diagram

Supports the team to explore all factors that will help achieve the aim

Helps identify measures

Provides an improvement route map

Communication tool
Driver Diagram for Quality Improvement

Theories about what drives this work for QI

Aim

Aim statement: general description of desired Improvement (what, how much by when and for whom)

Primary drivers

Secondary drivers

A network of factors that drive the outcome/aim

Secondary factors which will influence delivery of the primary drivers
Driver Diagram for Quality Improvement

Theories about what drives this work for QI

Aim statement: general description of desired improvement (what, how much by when and for whom)

Aim
Primary drivers
Secondary drivers
Tests of change

A network of factors that drive the outcome/aim
Secondary factors which will influence delivery of the primary drivers
The changes or proposed interventions that can be tested out to achieve the secondary drivers
Model for Improvement

- 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?

Act  | Plan
---   | ---
Study | Do
What makes change so difficult?

- US standard rail gauge is 4’ 8½”
- Because English standard rail gauge is 4’ 8½”
- Because pre-rail trams used that gauge
- Because the same tools were used for building railroads and wagons
- Because the wheel spacing was designed to fit the width of ruts in old English roads
Et semper ita
Change concepts

- Broad ideas to bring about change
  - Smoothing work flow
  - Reduce rework
  - Focus on the customer / pupil / patient / person
  - Use differentiation
  - Use constraints
Smoothing the work flow

• Spreading work load across the month rather than all at the last minute
• Ensuring that all teams are not doing the same piece of work at the same time and needing all the same resources
Reducing rework

• Understand what causes rework in the system

• Are there problems with process sequencing?
Focus on the customer / pupil / patient

- Understanding customer needs

- What does it feel like for the customer to use the service
Use differentiation

• Do resources get mixed up
  – i.e. potassium infusion looks the same as saline infusion
  – Keeping similar resources close together
Using constraints

• Restricting performance of an action
  – Mistake-proofing
  – Ensuring the correct sequence if required
Change ideas

Driver diagram for a new healthier me!

Aim

Primary drivers

Secondary drivers

Tests of change

A NEW HEALTHIER ME!!
Reduce weight by 1 stone in 3 months

CALORIES IN

Reduce daily intake
Substitute low Calorie meals

Limit alcohol intake

CALORIES OUT

Exercise regime

Increased activity at work

Low fat foods
Plan meals in advance
Keep to shopping list

Drink water not coke

Gym 5 x per week
Cycle to work
Use stairs not lift
Change ideas

- Referring back to your Post-its© spend the next 10 minutes as a team thinking about the activities you could be doing to achieve your aim.

- A good way to remember the purpose of your change ideas is to think about verbs ... what are you going to try out that you think will achieve your aim.
Questions? Ask them now
Lunch

ON MY LUNCH BREAK
Breakout session – After lunch

**Improving Access workstream**
Strathclyde Suite (HERE)

**Neurodevelopmental Pathway workstream**
Buchanan Suite

If you are unsure find someone with a yellow lanyard
Summary of the day

Enabling health and social care improvement
Next steps

• Complete project charter
• Complete Driver Diagram
• Complete team template
Dates for your diaries

• WebEx – Data for measurement
  Thu 9\textsuperscript{th} Aug, 12:30 – 13:30

• Learning Session 2 (venue tbc)
  Tue 6\textsuperscript{th} Nov, 09:00 – 16:30

• Improvement clinic (telephone)
  Thurs 30 Aug, 14:00 -15:00
Evaluation
Keep in touch

website: ihub.scot
email: hcis.MHAIST@nhs.net
twitter: @hcis_MHAIST

#mhimprove