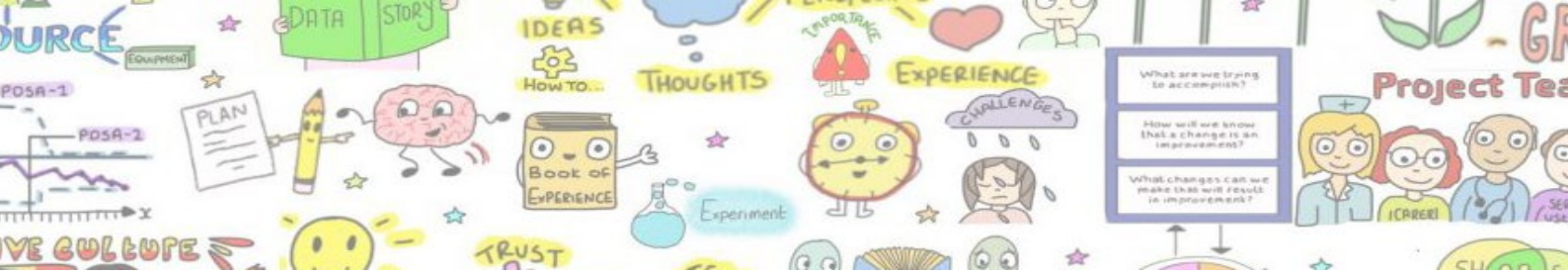
Improvement Leaders' Programme

Participants' Guide

EAST LONDON NHS FOUNDATION TRUST

QUALITY IMPROVEMENT DEPARTMENT
9 Alie St, London, E1 8DE

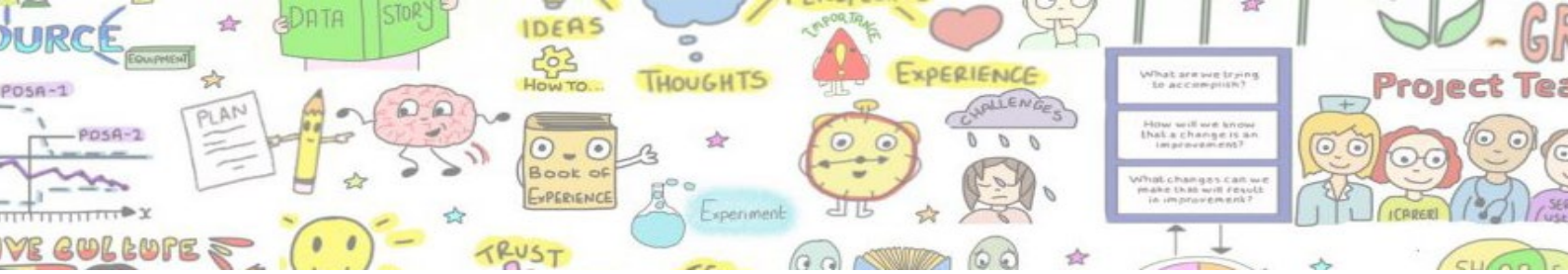
Day 5



Participant Guide

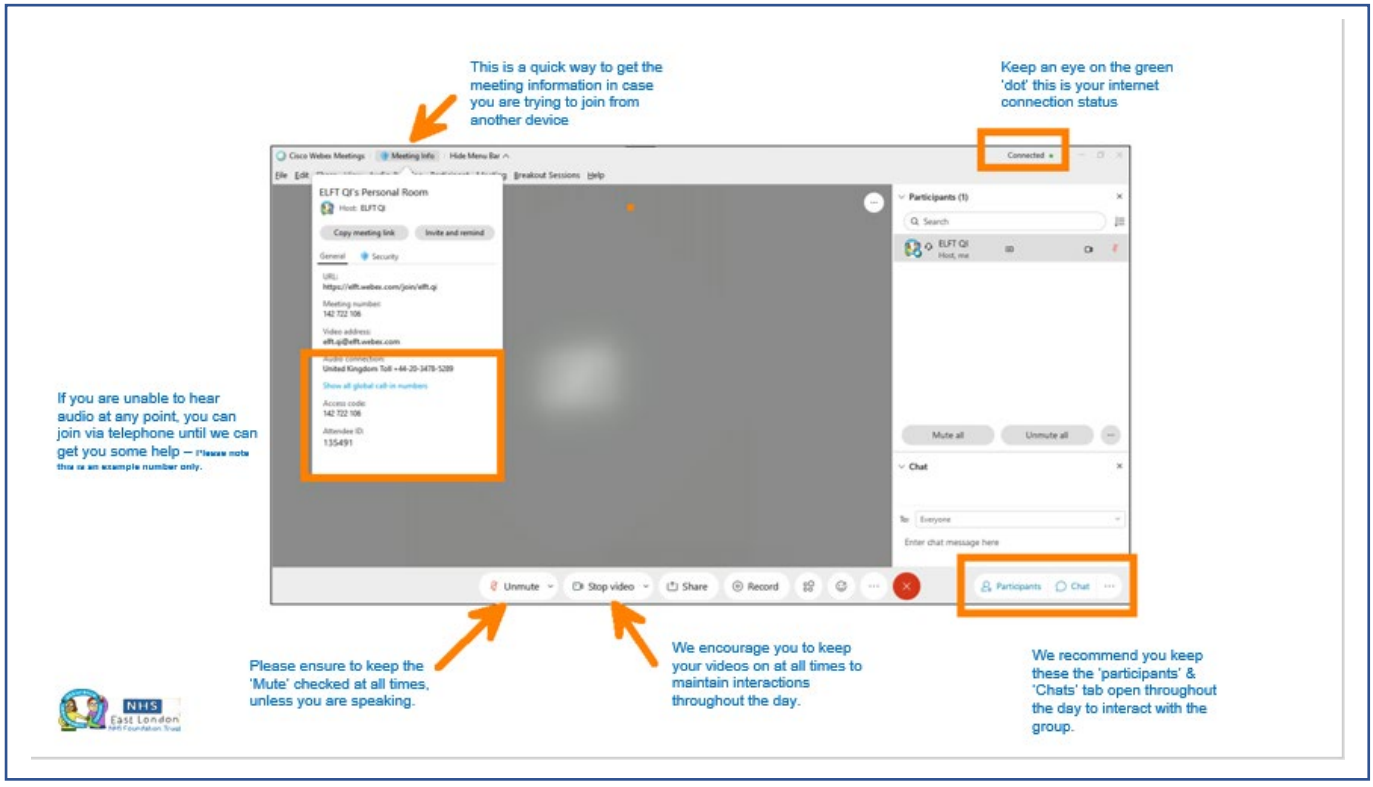
Each module of the Participant Guide contains the following information:

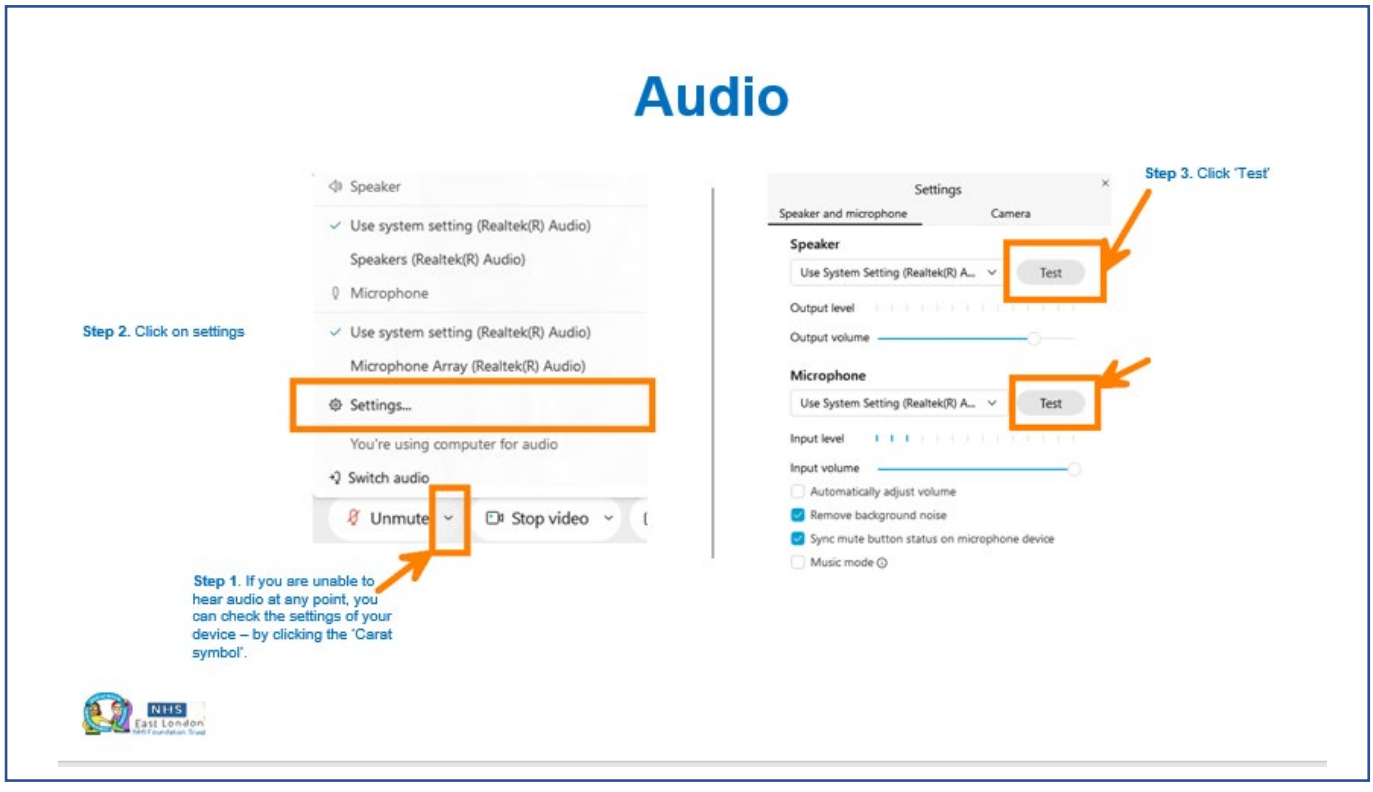
	LEARNING OBJECTIVES The expected knowledge and skills participants will gain by the end of each module.
	KEY CONTENT Key content covered during each module.
	RESOURCES A list of resources used during each module.
	TRAINING ACTIVITIES A list of exercises done by participant's during each module.
	ASSESSMENT AND TAKE AWAY WORK An assessment of key information covered during each module.

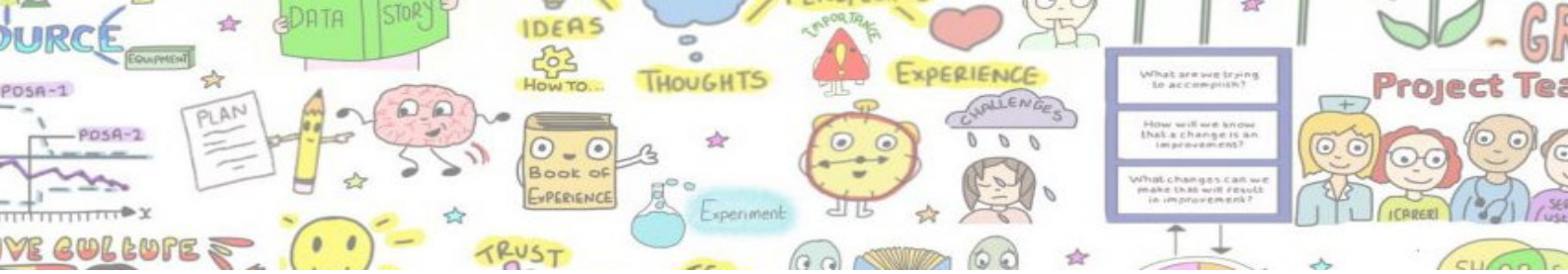


Day 4

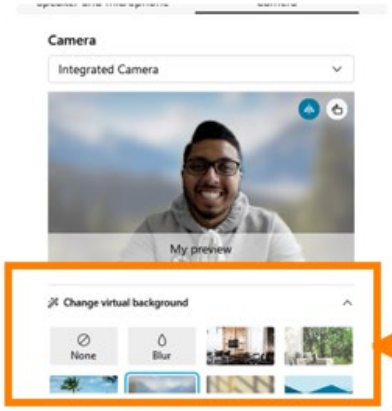
Welcome and Introductions





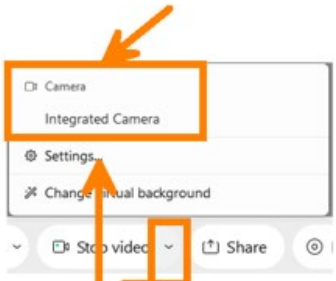


Video/Background

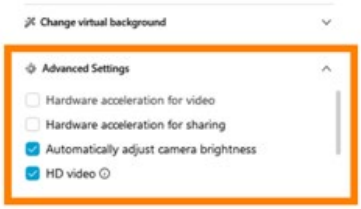


Step 2. Select your background of choice.

If you want to remove the background then repeat the process and select 'None'



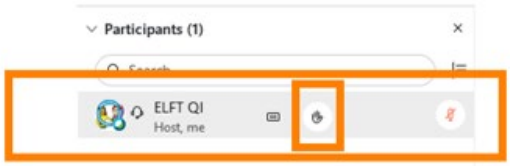
Step 1. If you would like to change your background, you can do so by clicking the 'Carat' symbol and selecting settings or change virtual background.



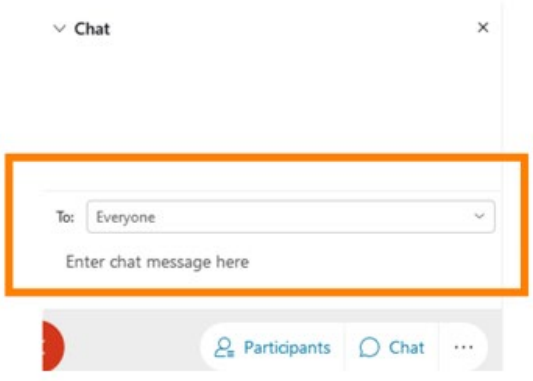
Troubleshooting

If you are losing connection or your system is slowing down, then please 'de-select' all available options.

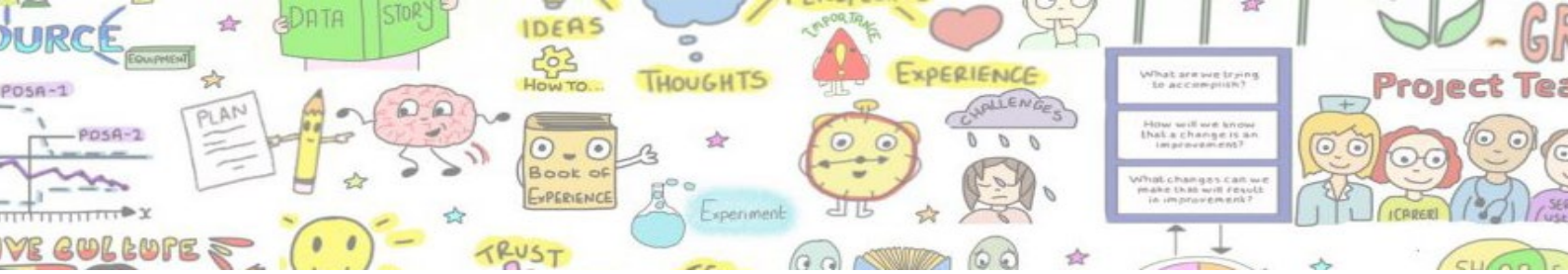
Participants/Chat



In the 'Participants' tab you can see a few options available. You can 'raise your hand' & you can see your 'mute status'

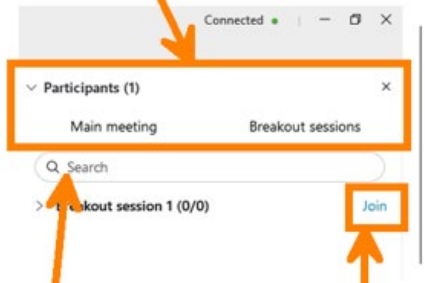


Please ensure that when you are sending messages in the 'Chat', you select the option 'Everyone'. Unless you intend to send a message 'Privately' then ensure that you have selected the person correctly.



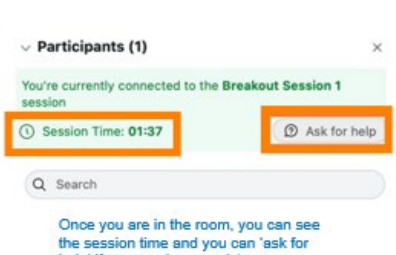
Breakout Room

When we open up the breakout rooms, you will notice that the 'Participants' section now contains the 'Breakout Sessions' feature.



You can quickly search which breakout rooms you are looking for here.

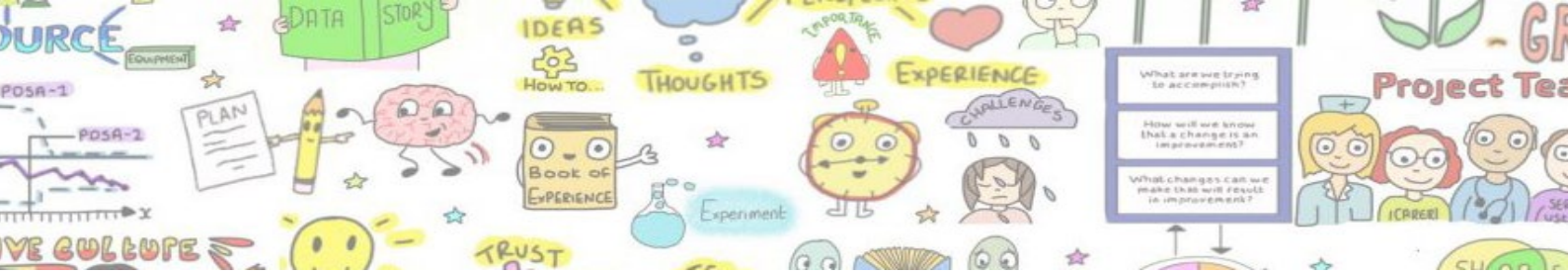
Click here to 'join' the room



Once you are in the room, you can see the session time and you can 'ask for help' if you need any assistance.

If you want to leave the breakout session, then select then click 'Leave session' – You will then go back to the main room.

NHS East London


DATA
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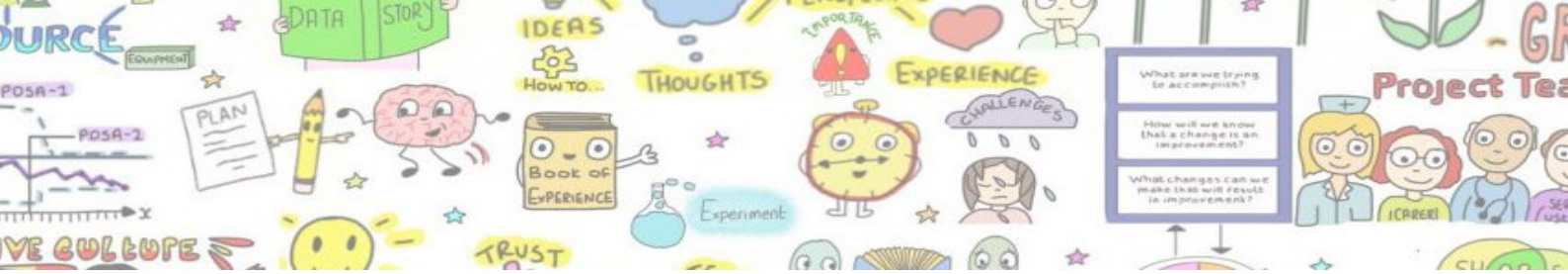
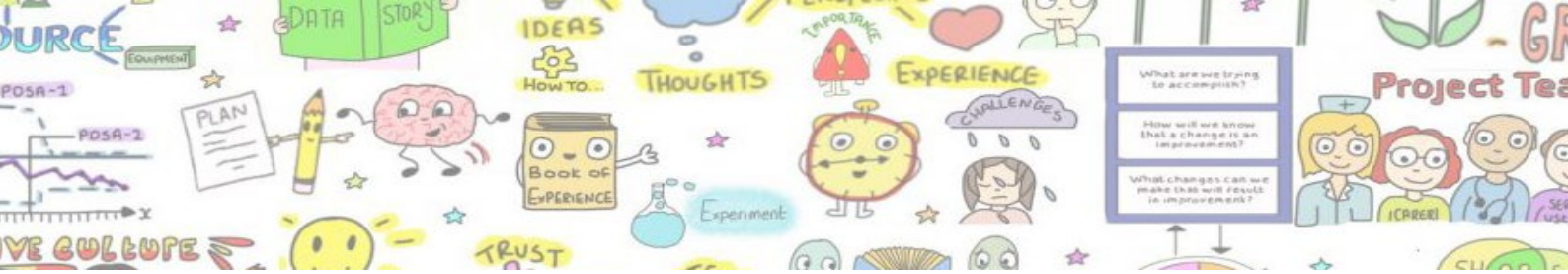
My Notes



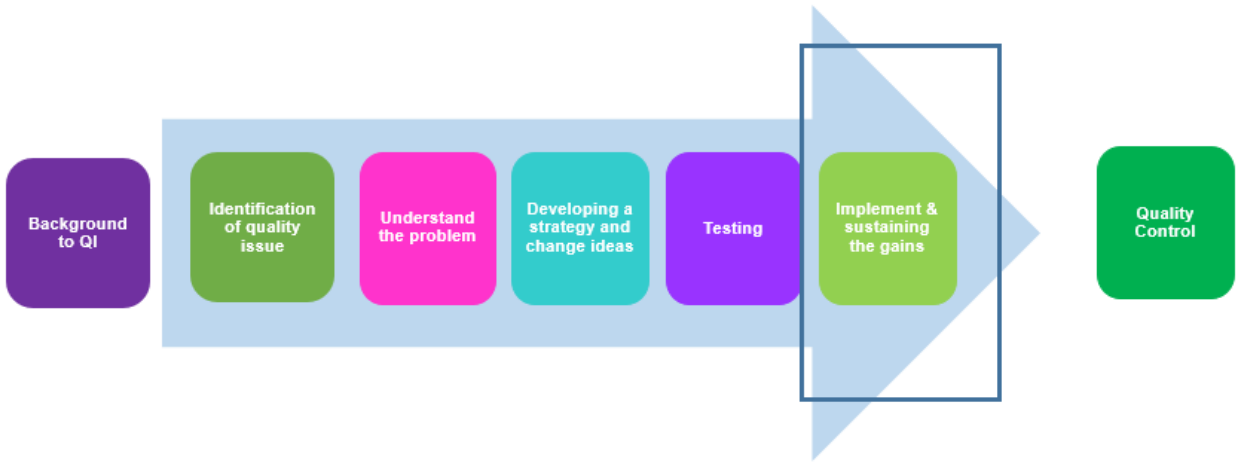
Module 5.1

Quality Control and Implementation

	LEARNING OBJECTIVES • Understanding Implementation • What is implementation: testing vs implementing • When to implement • How to implement • Quality Control • An introduction to the basics • 3 steps to Quality Control
	KEY CONTENT • Implementation • Quality Control
	RESOURCES • PowerPoint Presentation
	TRAINING ACTIVITIES • N/A
	ASSESSMENT • N/A



Implementation and Quality Control



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Testing vs Implementation for quality improvement work

Testing

"Learning if a change will result in an improvement"

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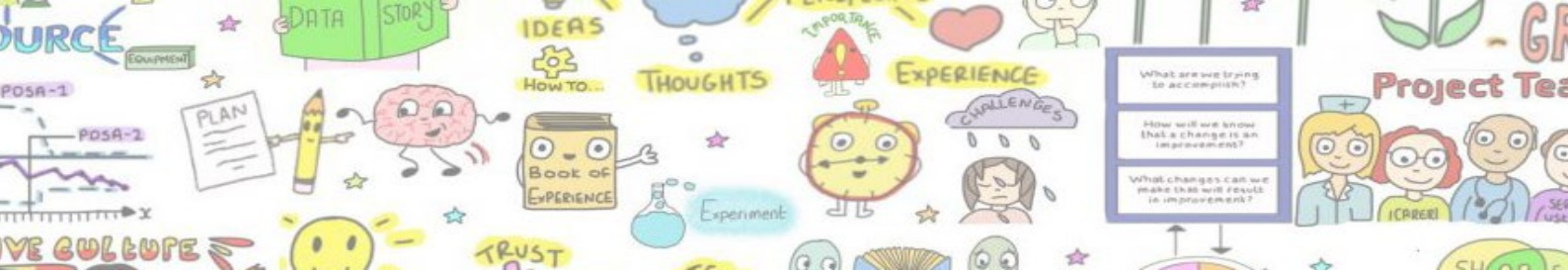
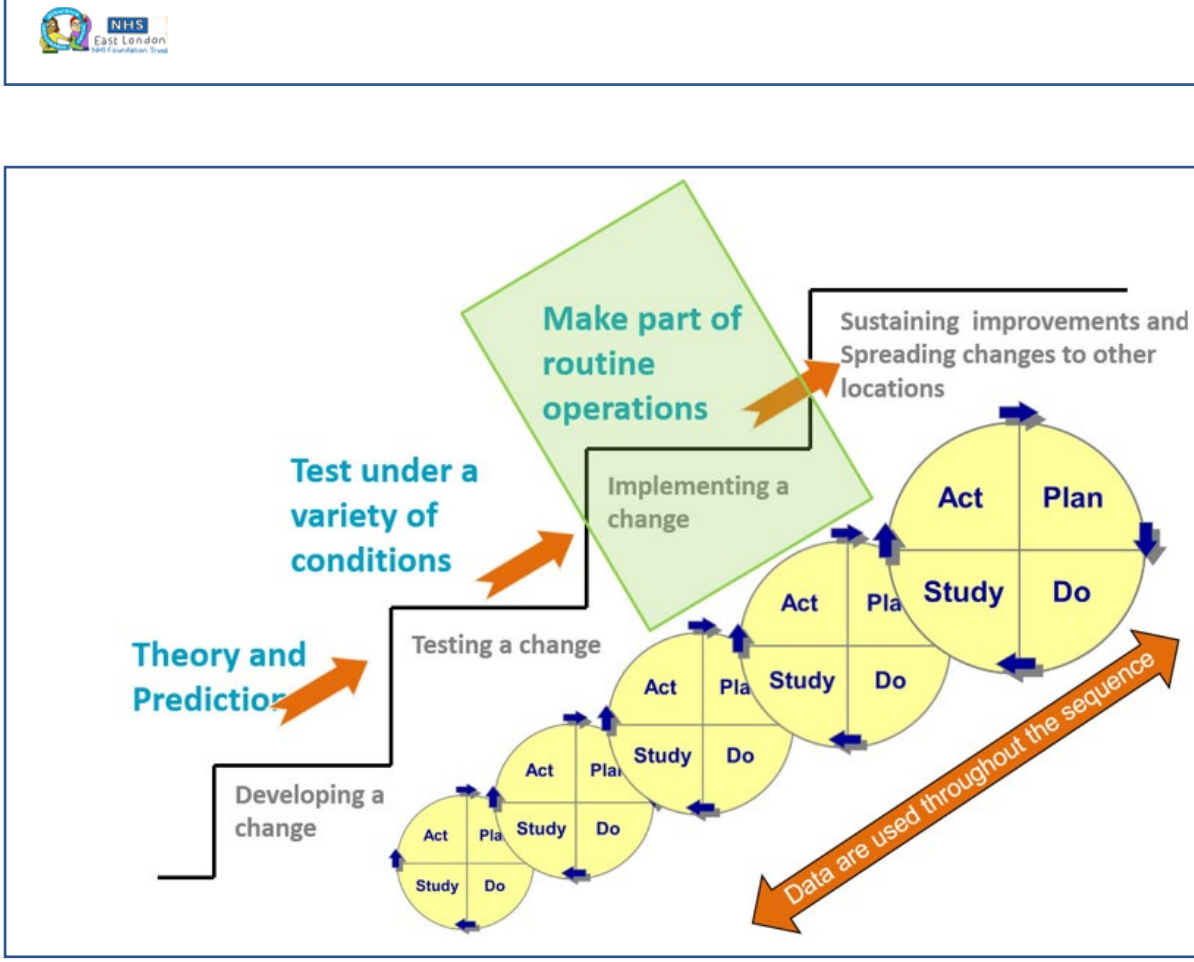
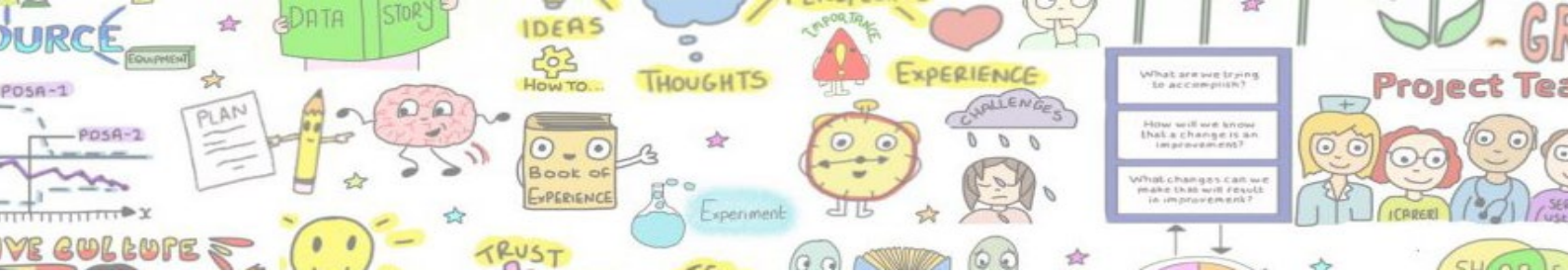


Testing vs Implementation for quality improvement work

Implementation

"How to make the change an integral part of the system"

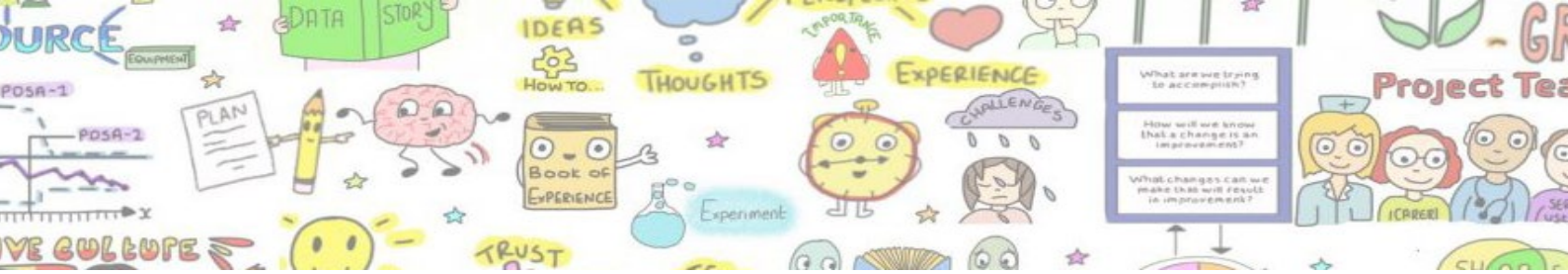




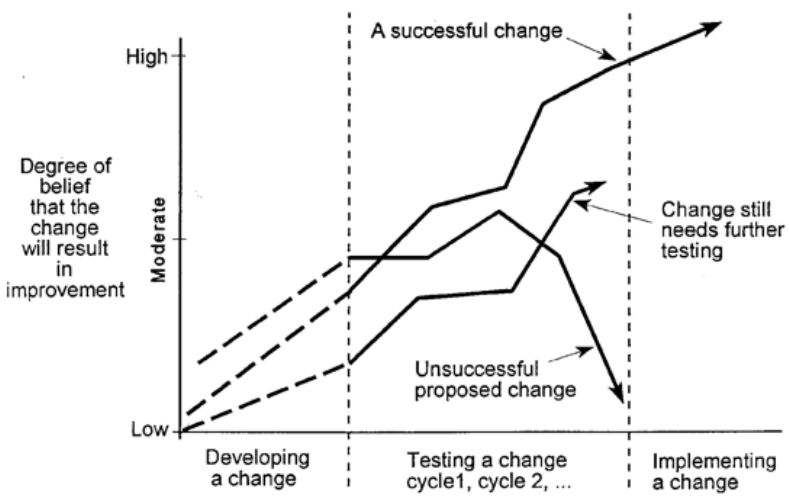
Conditions for implementing a change

Current Situation		Resistant	Indifferent	Ready
Low degree of belief that current change idea will lead to Improvement	Risk of not succeeding large	**Very Small-Scale Test**	**Very Small-Scale Test**	**Very Small-Scale Test**
	Risk of not succeeding small	**Very Small-Scale Test**	**Very Small-Scale Test**	Small Scale Test
High degree of belief that current change idea will lead to Improvement	Risk of not succeeding large	**Very Small-Scale Test**	Small Scale Test	Large Scale Test
	Risk of not succeeding small	Small Scale Test	Large Scale Test	***Implement***

Note the conditions for Implementing a change!



Question 3 - When to implement?



Concept of "Degree of Belief"

Not a calculation but a concept

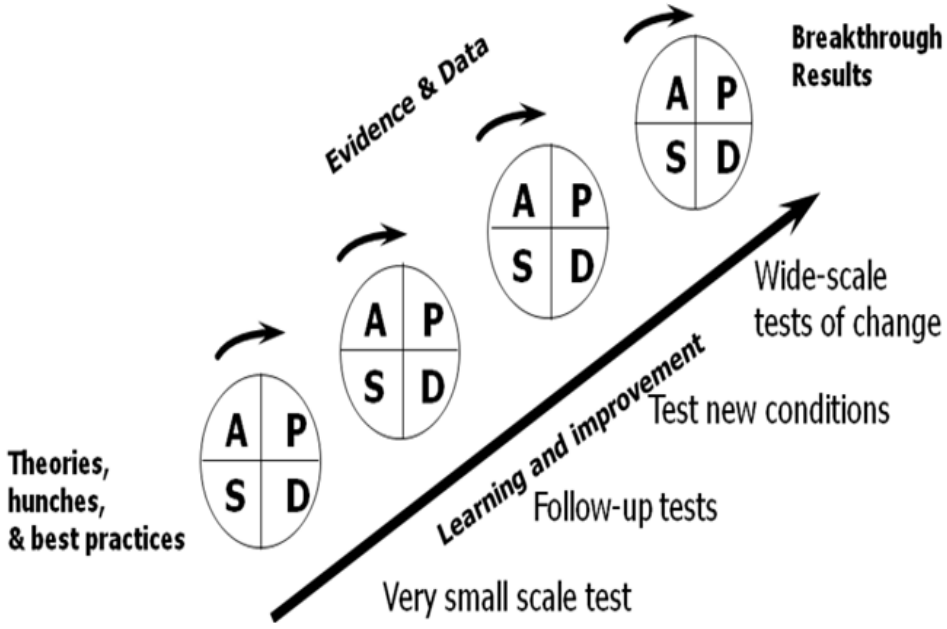
The extent to which prediction can be supported by evidence

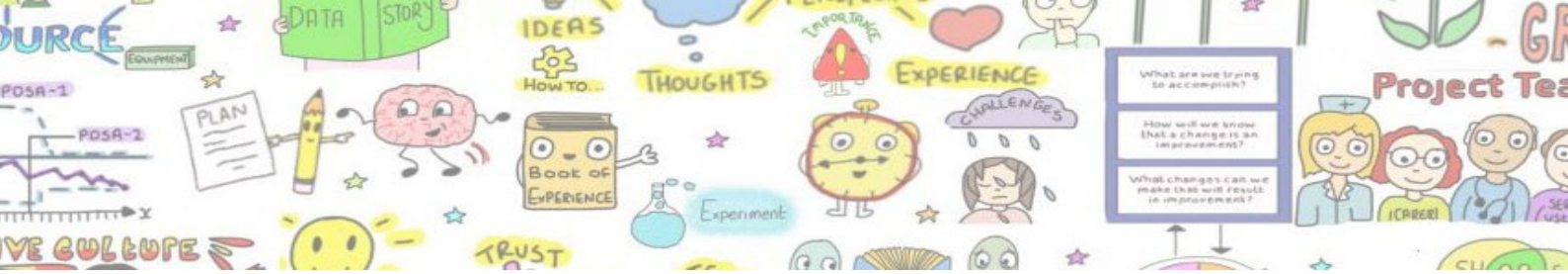
Similarity in conditions where evidence came from and where we are going to use the idea

When to Implement?

Gold Standard:

"Satisfactory prediction of the results of tests conducted **over a wide range of conditions** is the means to increase **the degree of belief** that the change will result in improvement."





Key areas to consider when implementing a change:

1. Standardisation

Establish specific practices to guide the new change idea

2. Documentation

Detail how the new procedures, practices will work

3. Measurement

Have a way of knowing over time whether performance is maintained

4. Staff Education, Training & Induction Processes

How will you educate the staff on the new change?

5. Managing resource implications

Will new equipment, training etc. need to be purchased to make the change business as usual?

6. Addressing social dimension of change

Think about the human factors/psychology associated with change

Example: Safety Huddles

1. Standardisation

Agree standard means of conducting safety huddles- 'Standard Work'

2. Documentation

Document the standard work in ward/ service policies, induction handbook

3. Measurement

Charting number of safety huddles done each week/bi-weekly/monthly

4. Staff Education, Training & Induction Processes

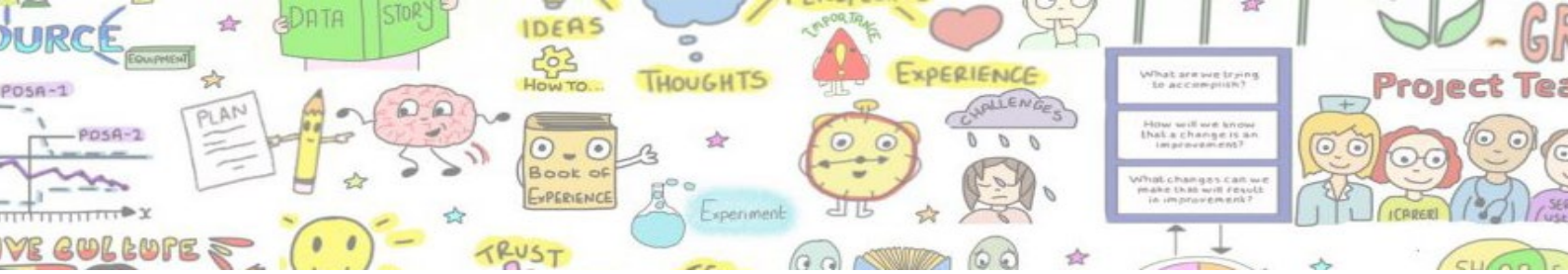
Train staff in how to participate in and lead Safety Huddles especially new starters

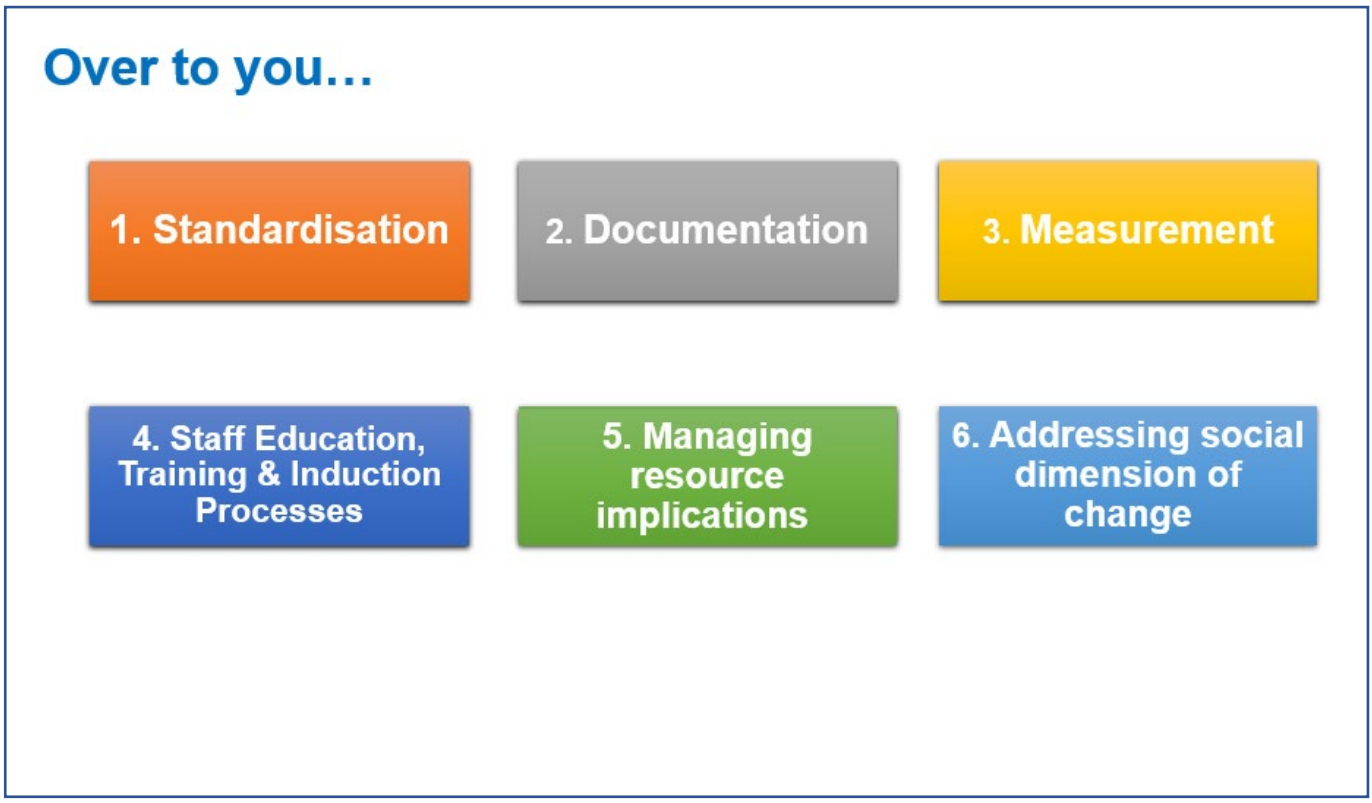
5. Managing resource implications

No resource implications

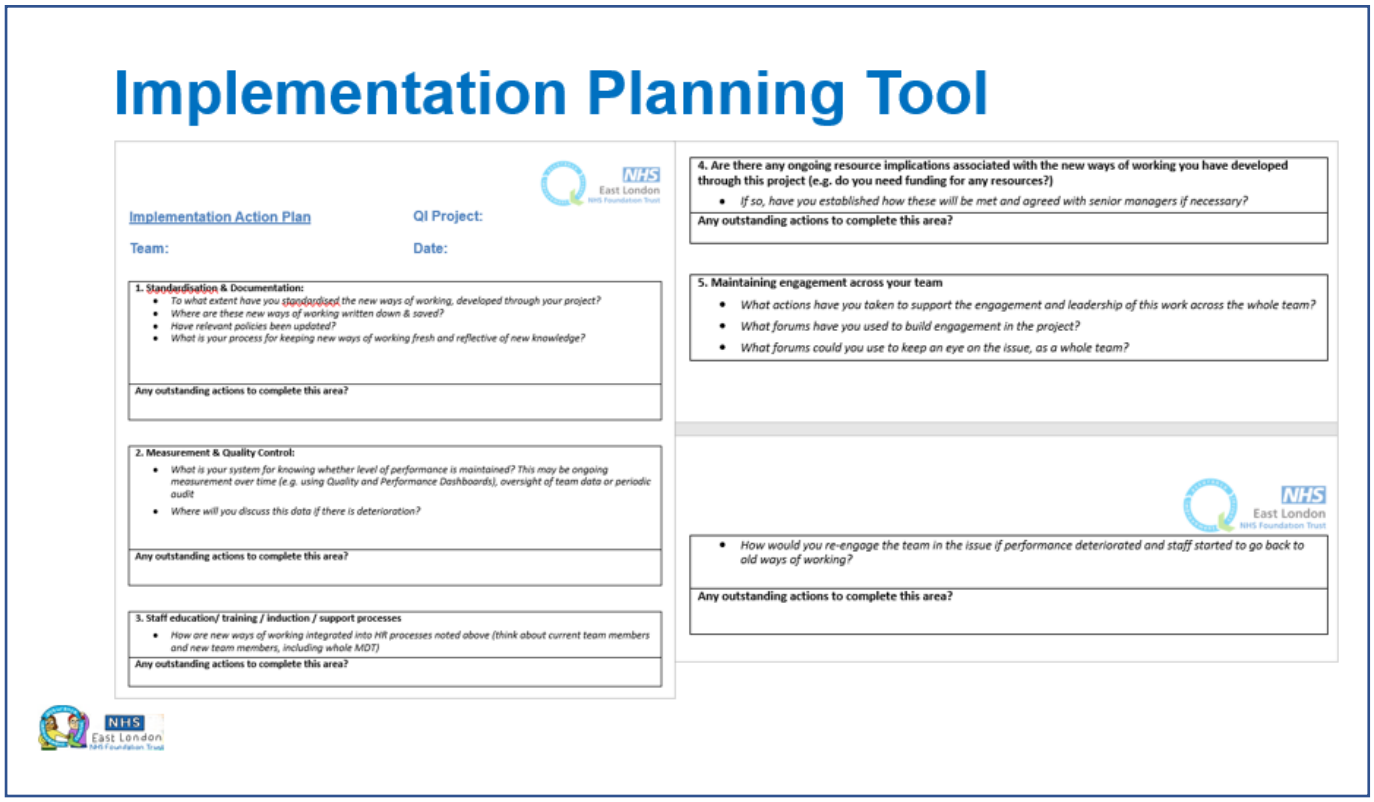
6. Addressing social dimension of change

Being clear to all staff about why we believe safety huddles help. Revisit at away days.





Click here for standardisation template



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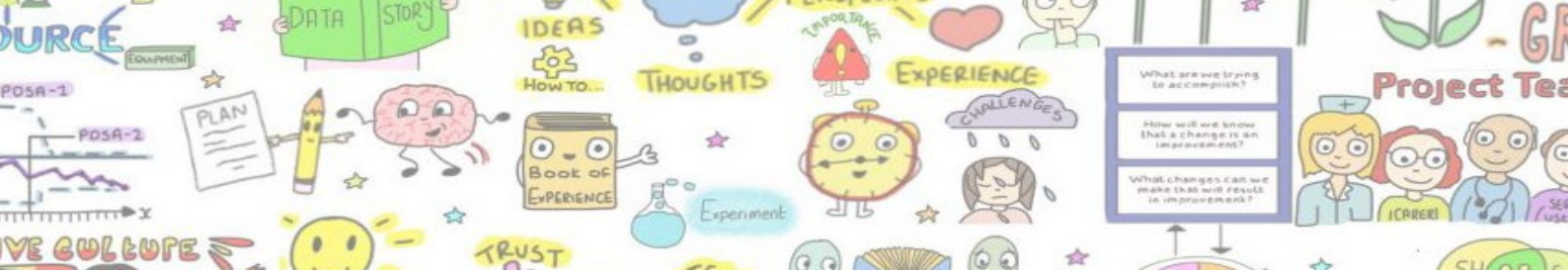
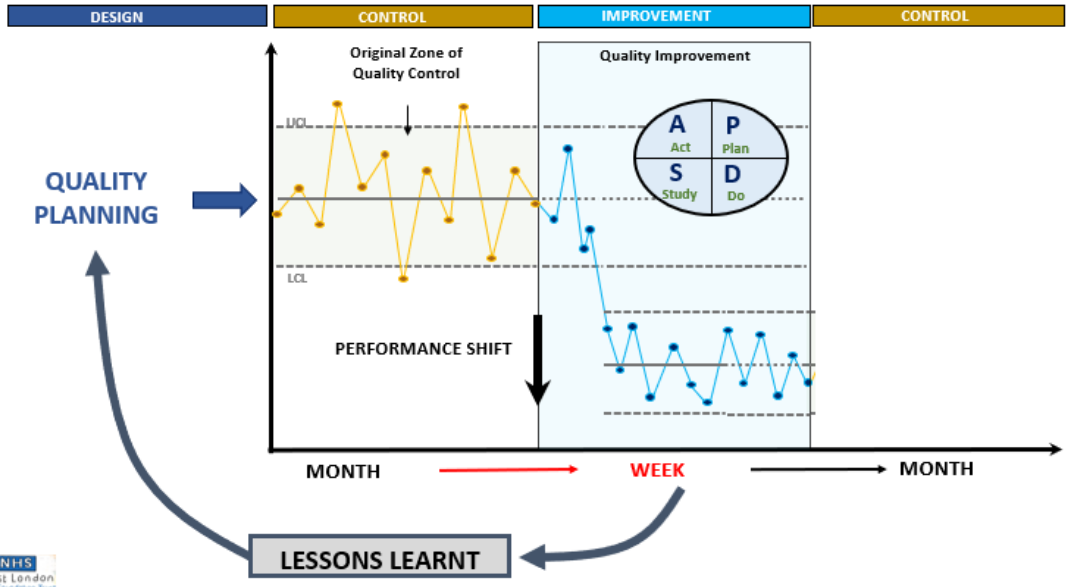


What is Quality Control (QC)?



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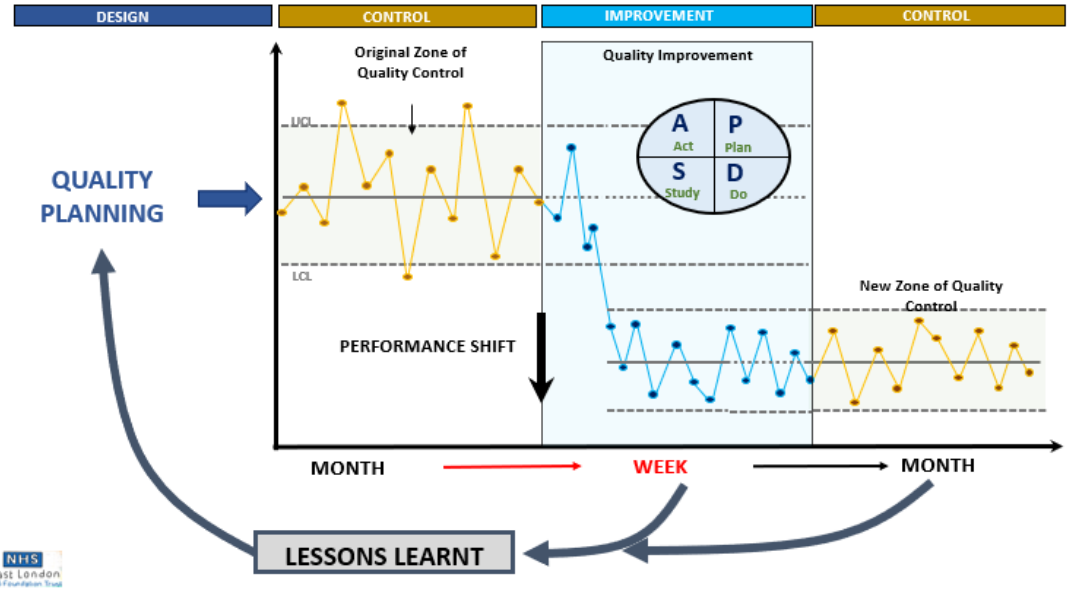
What is Quality Control (QC)?



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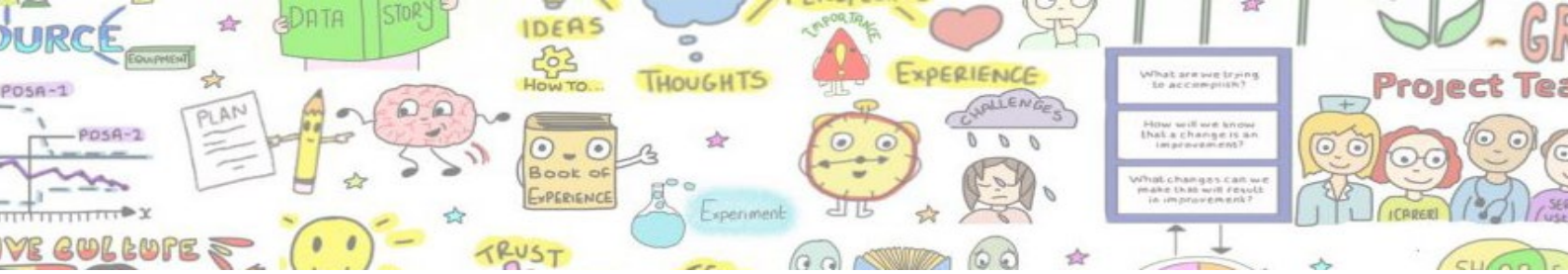


Three Key Steps to moving projects into Quality Control

Step 1 — Pre-requisites for Quality Control

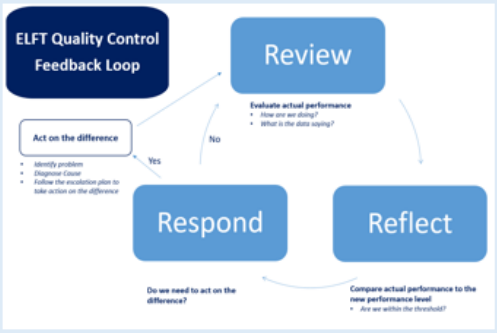
Implement successful change ideas into standard work

Establish measures

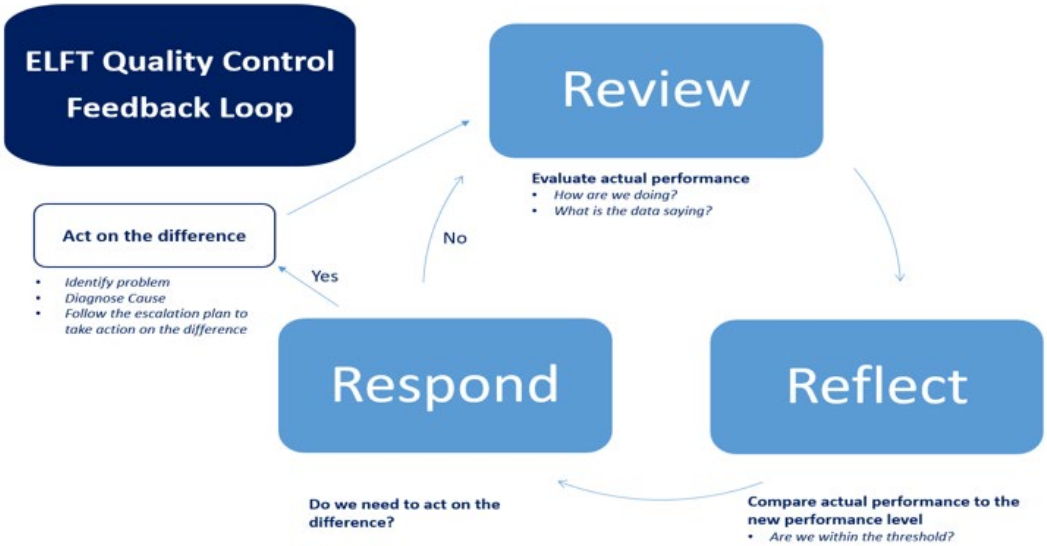
Establish new level of performance/ quality goal

Step 2 — Setting up the ELFT Quality Control Feedback Loop

Step 3 — Using the ELFT Quality Control Feedback Loop



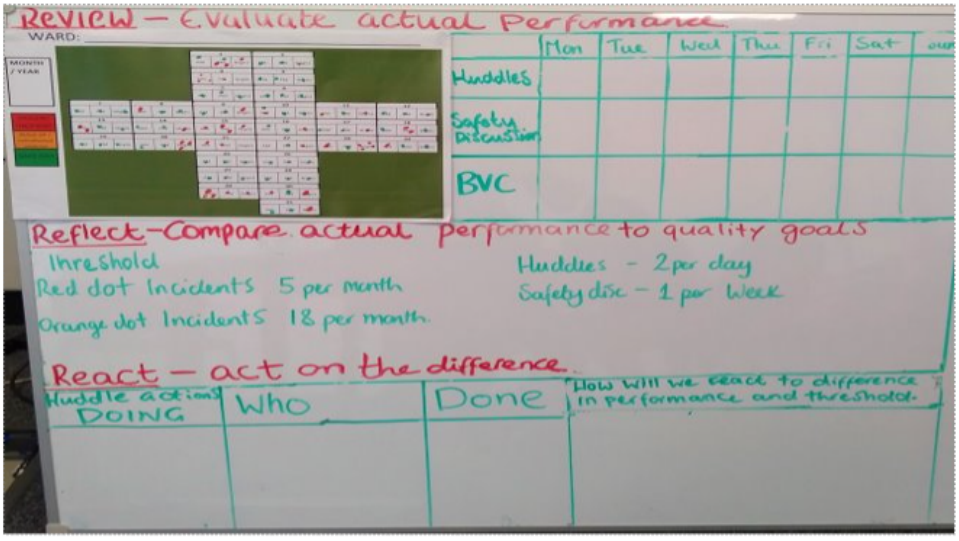
Steps 2: ELFT QC Feedback Loop



Step 3 Using the Quality Control feedback Loop: The importance of Visual management

What is our current level of performance?

Is it outside of agreed control limits?



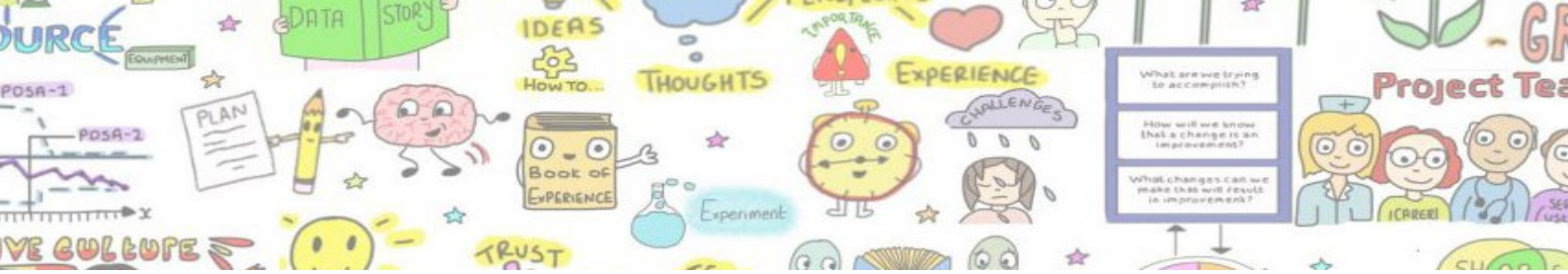
What action will we take when those limits are exceeded?

Identify issue, diagnose, escalate to action

Safety Cross -- ELFT

Why is Visual Management important?

1. Makes **important** information **visible to all** (2 second rule)
2. Presents information in an **easy to understand way** so that anyone can follow them easily
3. Designed to allow quick recognition of the information being presented to **increase the response time**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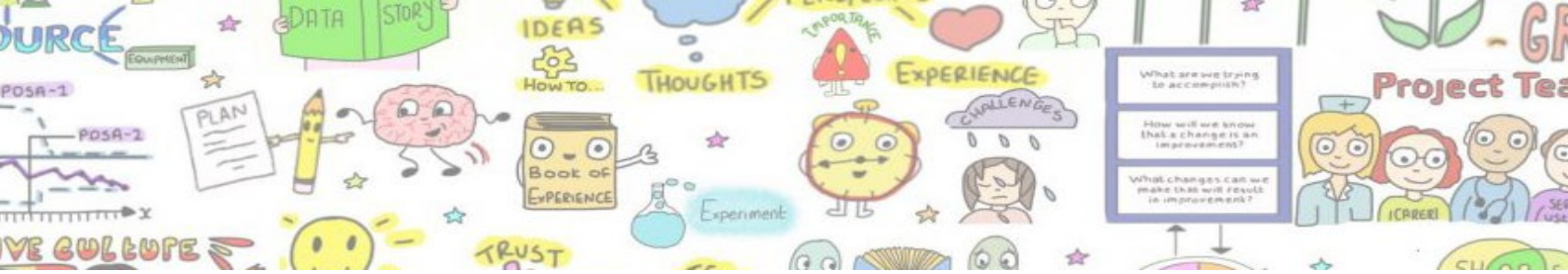
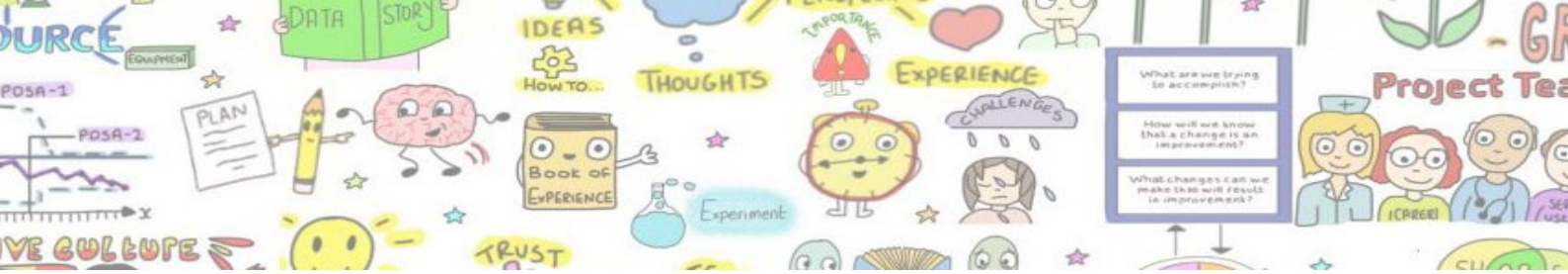


Module 5.2

Storytelling for Improvement Work

	LEARNING OBJECTIVES • Understand the importance of storytelling for improvement work • Understand some approaches to tell stories about your project • Develop a story for you project
	KEY CONTENT • Storytelling
	RESOURCES • PowerPoint Presentation
	TRAINING ACTIVITIES • N/A
	ASSESSMENT • N/A



"Statistics and data have an important place in monitoring and understanding services and facilitating improvement…

…but the right story can also have the power to motivate and change minds."

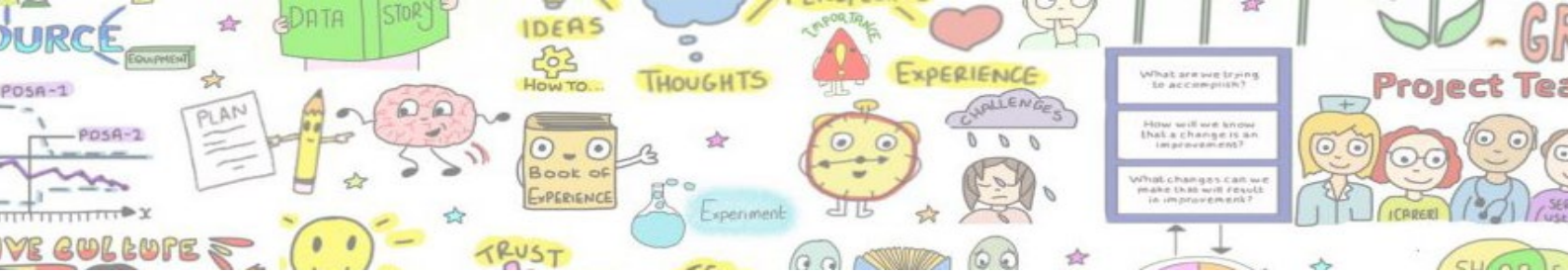
Source: https://www.health.org.uk/newsletter/power-storytelling

TELLING YOUR STORY

WWW.QI.ELFT.NHS.UK @ELFT_QI

This isn't an or choice, both can be used together to create a powerful narrative

Chip et al (2007) Made to stick: Why some ideas survive and others die



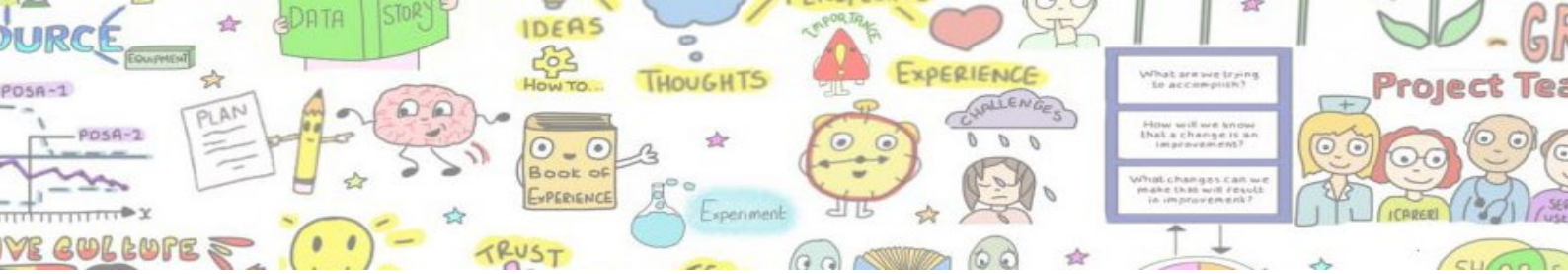
Types of stories to consider

1. ***Purpose* Story** – A big picture story that conveys a big idea.
2. ***Example or Proof* stories** – Illustrate how others overcame a similar problem and had a successful outcome.
3. ***Cautionary* stories** – Sharing mistakes, pitfalls and lessons learnt.
4. ***Teaching* stories** – Focusing on 'how' something was achieved and can be replicated.
5. ***Inspirational* stories** – Focusing on values that describe the 'why'.
6. ***Everyday* stories** – Make you more relatable to your audiences

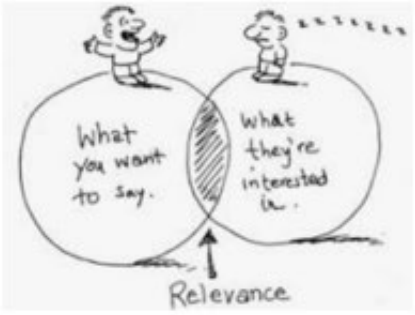
Some key principles for telling effective stories:

1) **Involves only a few people**. Stories are more affecting when they involver fewer people. This is why charity fundraising appeals often focus on one child and not whole communities
2) **Engages emotions or curiosity** in a way that makes people care and/or want to know more
3) **Paints a picture in words** using a few descriptive details
4) **Leads to some form of resolution** – barriers overcome, or a transformation made
5) **Carries a central message**.

Source: https://www.health.org.uk/sites/health/files/Using-storytelling-in-health-care-improvement.pdf



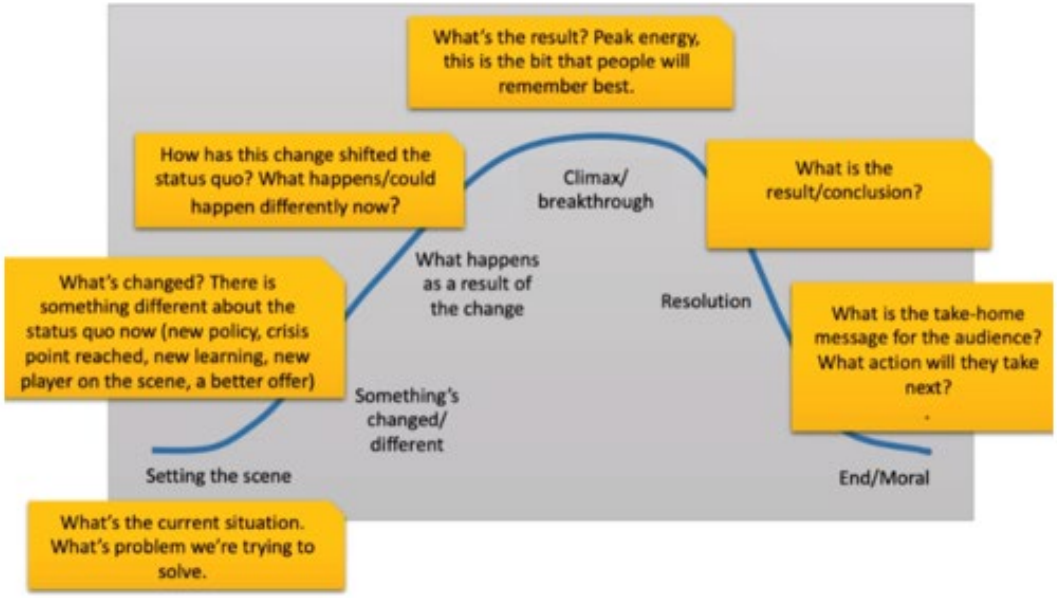
Some key tips...

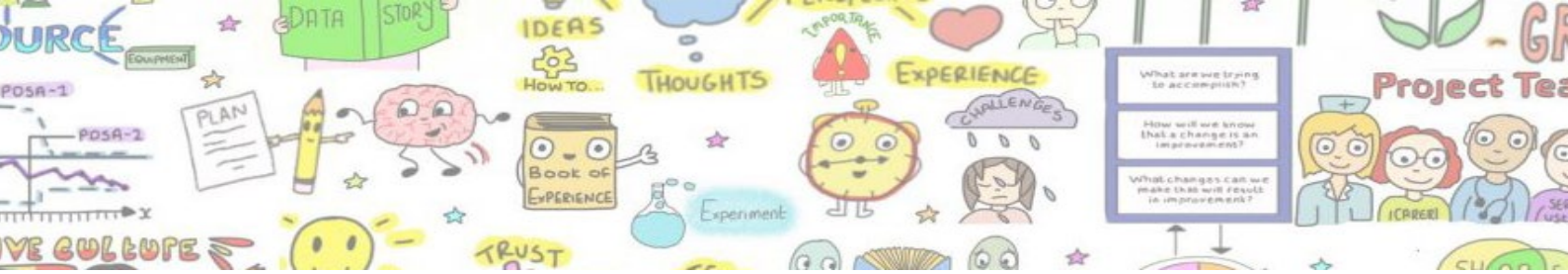


Know your audience

Define your core message

What is your call to action?



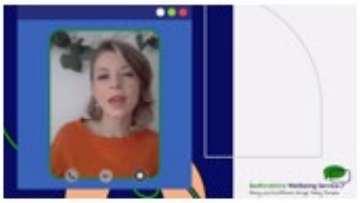


Mediums for telling improvement stories

Blogs

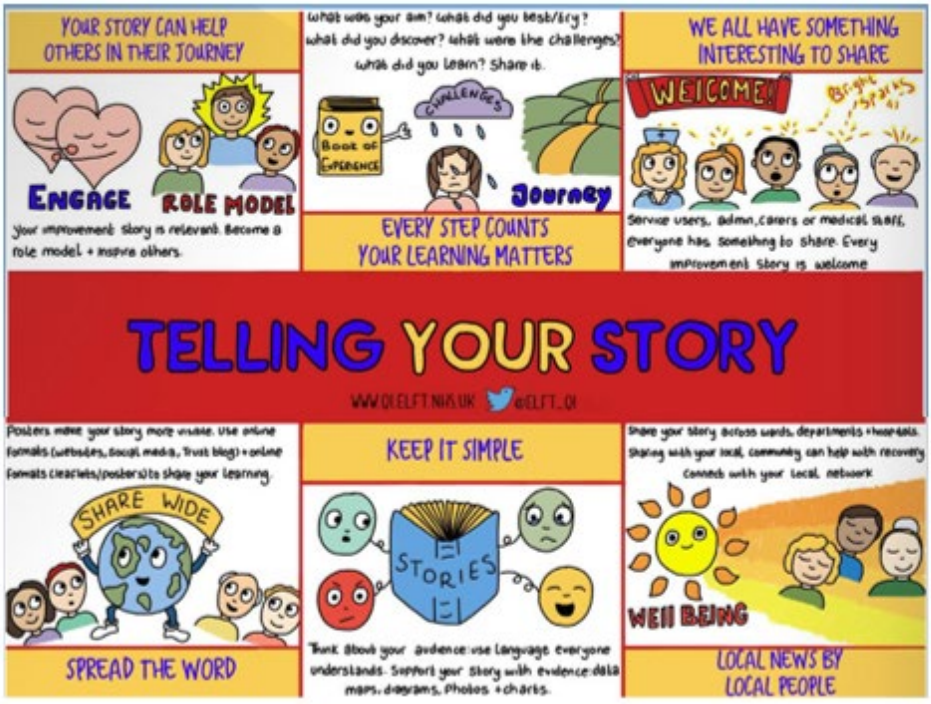
Posters

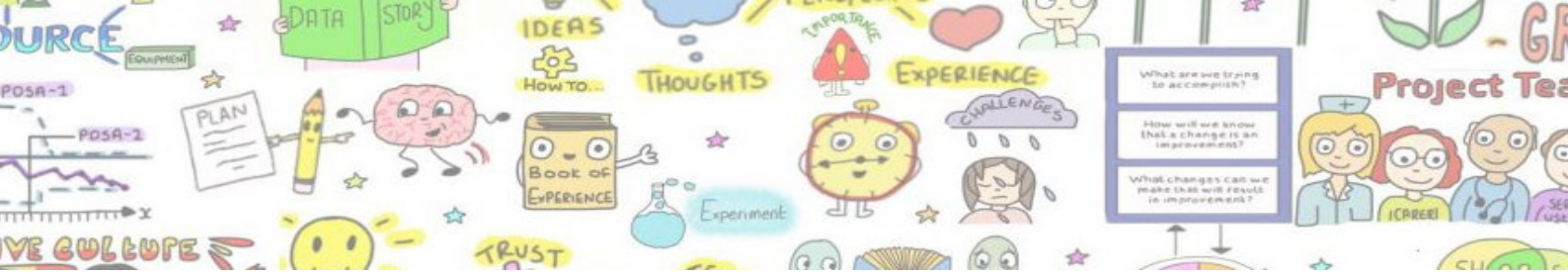
Spoken Word



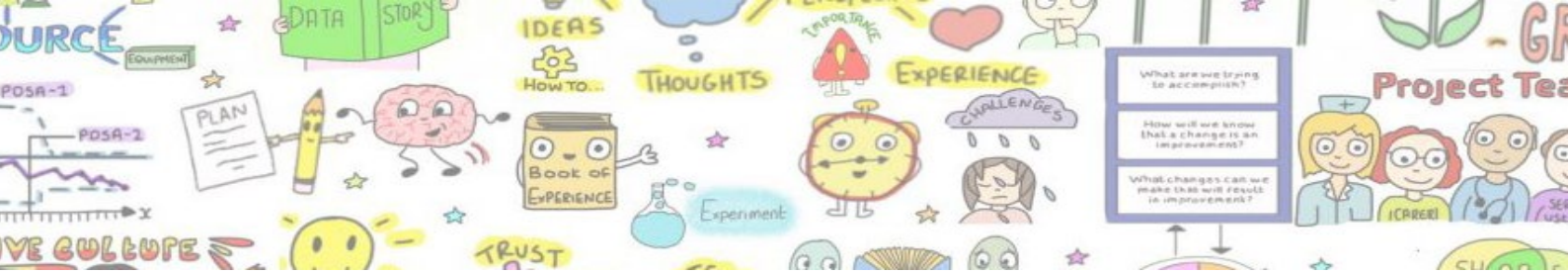
Vlogs/Videos

Tweets




DATA
STORY
IDEAS
HOW TO...
THOUGHTS
EXPERIENCE
CHALLENGES
PLAN
Book of Experience
Experiment
TRUST
What are we trying to accomplish?
How will we know that a change is an improvement?
What changes can we make that will result in improvement?
Project Tea
PDSA-1
PDSA-1

My Notes



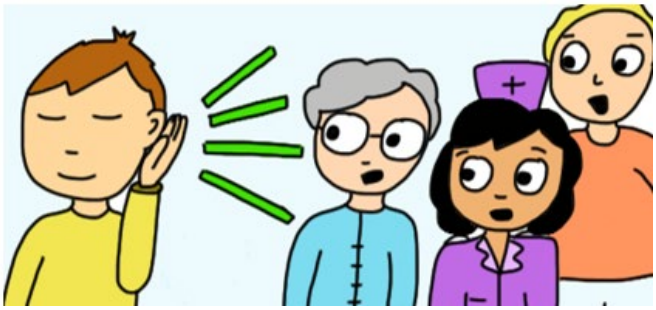
Module 5.3

Action Learning Set

Storytelling

- You will be put into breakout rooms of 3 people
- One person **tells their story** and shares their poster *(5mins)*
- The others share **how the story inspires them** *(5mins)*
- Repeat for each group member

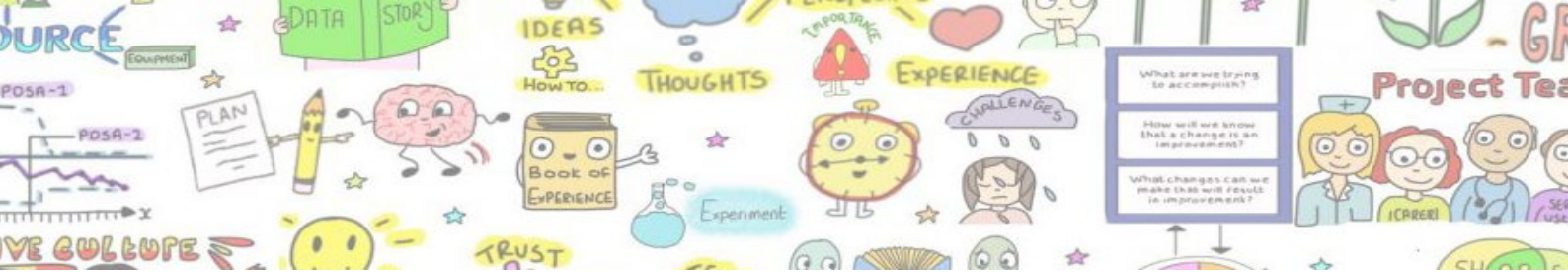
(30mins)



Steal Shamelessly

- You will be put into breakout rooms with a facilitator
- From the stories you've heard, share what **you might like to try** in your project

(15mins)


DATA
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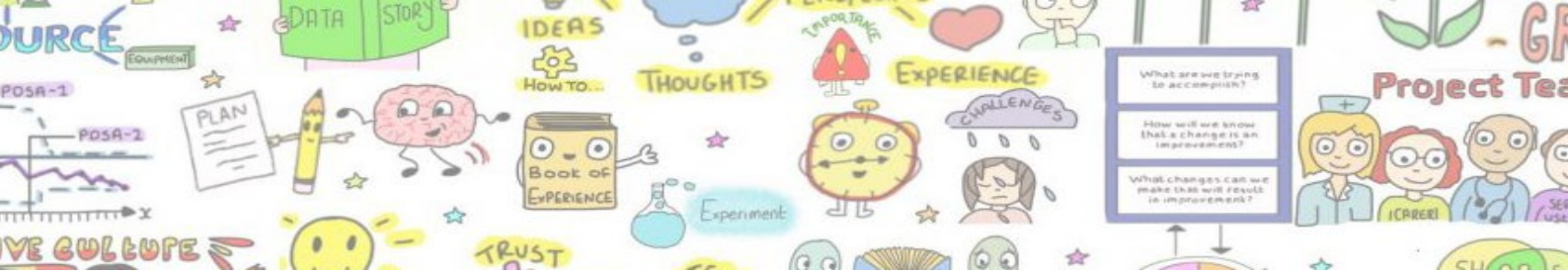
My Note



Appendix 1

Spiral Journaling

One thing I learned from the teaching this morning…	One thing I learned about myself today…
What one tool I will use to understand the problem…	What will help me to succeed in completing the action period work?