

## Support for Quality Program

### Participant training objectives:

- To understand the importance of organizational support to an HIV quality program
- To become familiar with a basic methodology for establishing program support
- To consider how to build program support on-the-job

### Target audience:

QI committee members, HIV senior leaders, and other staff involved in planning and developing the HIV program's quality management program

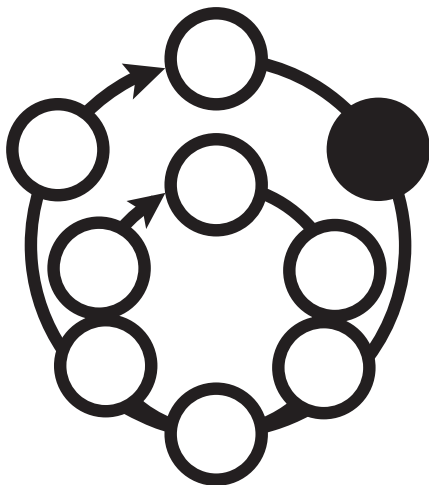
### Type of exercise:

Case study; group exercise, 65 minutes

### Key concepts:

A basic methodology for developing QI program support includes the following steps:

- Convey the importance of QI
- Organize educational activities to promote quality
- Recognize staff for their QI efforts
- Institutionalize quality improvements
- Demonstrate program successes
- Commit resources to the HIV quality program



### The Big Picture:

Establishing program support is most relevant during the initial development stages of the HIV quality program. Similar to any health care initiative, a quality management program is most fragile at the beginning when upper management and the facility at large may not be fully committed to the program's agenda and goals.

SESSION AT-A-GLANCE	WHO	HOW LONG
1. Welcome, Learning Objectives, Agenda	Facilitator	5 minutes
2. QI Background: Program Support Methodology	Facilitator	10 minutes
3. Group Exercise: Case Study	Participants	35 minutes
4. Learning Transfer: Worksheet	Participants	10 minutes
5. Wrap-up	All	5 minutes
		65 minutes

## Materials

For this group learning session, you will need the following materials:

- Participant handouts:
  - Case Study
  - Learning Transfer Worksheet
  - Copy of slide presentation
- Flipchart paper and markers
- Overhead projector/LCD panel (optional)
- Wipeboard/chalkboard (optional)

## Preparation

To prepare for the group learning session, complete the following tasks:

Familiarize yourself with the session's structure and content:

- Read through the Group Exercise notes in their entirety, including the exercise answer key, presentation slides, and participant handouts.
- Practice the presentation outlined in the Group Exercise notes.

Photocopy the Case Study, Learning Transfer Worksheet, and slide presentation for each participant.

Prepare your presentation slides for display:

- Photocopy the slides, or write the slide content on transparencies or on flipchart paper.
- For display using an LCD panel, transfer the content into a computer file.

Prepare the training room:

- Arrange the tables and chairs in a circle or square, if possible.
- Tear off flipchart paper and make sure you have enough markers for the group(s) to use during the exercise.
- Set up and test equipment (e.g. overhead projector), if applicable.
- Make sure you have enough chalk or wipeboard markers, if applicable.

## Notes

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# Support for Quality Program: Group Exercise

## Welcome and Introductions

To begin the group learning session, welcome participants and thank them for their participation. If necessary, ask individuals to introduce themselves to the group.

### Learning Objectives

Tell participants that by the end of the session they will:

- Understand the importance of organizational support to an HIV quality program
- Be familiar with a basic methodology for establishing program support
- Have at least one idea for how to build support for the facility's HIV quality program

## Agenda


Provide a brief description of the session's primary components:

- Presentation of a methodology for establishing program support
- Group exercise on how to build support for an HIV quality program
- Learning Transfer Worksheet to help generate practical ideas for building program support on-the-job

## Quality Improvement Background


Distribute a copy of the slides to each participant for note taking and/or future reference.

Explain that the methodology consists of 6 steps for developing QI program support. The underlying aim of each step is to make the program's relevance to improving patient care, and the facility's overall quality of care, clear and visible throughout the organization.

 **Convey the importance of QI.** Once major opportunities for quality improvement in patient care are identified, call them to everyone's attention at your facility:

- At every opportunity, stress the importance of quality to staff.
- Display quality activities to staff and patients.


**Organize educational activities to promote quality.** Use educational techniques such as workshops, guest speakers, etc. to get the word out about the HIV quality program and its benefits to patients and staff members. For example, organize an annual workshop for staff members about quality and specific quality activities at your facility.

 **Recognize staff for their QI efforts.** Plan for visible improvements in patient care delivery and recognize the staff members involved in achieving them. These staff members can champion future quality initiatives in your HIV program.

- Routinely award staff for their quality successes.
- Arrange for staff members to discuss their HIV quality program at external organizations and with other HIV programs.

**Institutionalize quality improvement.** Integrate the quality program and all its activities into the daily routine of your clinic and create an internal culture around quality:

- Include quality in everybody's job description.
- Involve most, if not all, staff members in your quality committee and team activities.

 **Demonstrate program successes.** Publicize quality gains within your organization and to a larger audience to increase credibility and broaden support:

- Publish articles about your successes in local newsletters and recognized journals.
- Present your successes to other HIV programs and conferences.

**Commit resources for HIV quality program.** Routinely assess and commit resources needed for the HIV quality program and its improvement activities. Resources could include staff time for pilot tests, or space for meetings.

- Make staff time available for pilot tests and meetings.
- Provide space and supplies for team meetings.

## Getting Started

Divide the participants into teams of roughly equal size, 4-6 people per group. You can assign participants to teams yourself or ask them to count off by a given number and form teams with other participants who have the same number.



## Case Study Group Exercise

Distribute the case study to each participant and provide directions for completing the exercise:

- Read the case study individually. (5 minutes)
- As a group, create a strategy to help the center build support for its HIV quality program based upon the 6-step methodology, and write the strategy's main points on flipchart paper. (20 minutes)

Assist teams who have problems getting started or become stuck on a particular point. Alert participants when 5 minutes remain so that they are adequately prepared to report back.

## Reporting Back

Call time and ask one representative from each team to summarize the group's strategy. At the end, add any points from the answer key that the teams have not addressed.



## Learning Transfer Getting Started

Distribute the Learning Transfer Worksheet and give participants 5 minutes to complete it.

### Debrief

If time permits, ask participants to individually share one area in which they are doing well and one area in which they could improve.

Finally, ask participants to select one area that requires improvement and to write down one or more things they could do in the next month to help build support for the facility's HIV quality program.



## Wrap-up

Ask participants to provide feedback on whether or not they have achieved the objectives introduced at the beginning of the group learning session:

- To understand the importance of organizational support to an HIV quality program.
- To be familiar with basic methodology for establishing program support.
- To have at least one idea for how to build support for the facility's HIV quality program.

Schedule an informal follow-up session with any participant(s) who has not reached the objectives.

# Support for Quality Program: Case Study

## Instructions:

Read the case study and, using the form provided, develop a strategy for how the Main Street Health Center could build support for its HIV quality program. Outline your team's basic strategy on flipchart paper.

## Background

The Main Street Health Center is a mid-sized Section 330 grant-funded community health center located in a busy urban area. The center offers a wide variety of primary care and specialty services.

The Infectious Disease Clinic has daily sessions for HIV patients and has 11 staff members:

- Medical Director (Ellen Fazio, M.D.)
- Administrator, also a nurse by training (Jen Smith)
- Clerk who handles scheduling and patient registration (Sandy Cutler)
- 3 case managers
- 3 physicians
- 2 nurses

Irene Ma, M.D., is the center's medical director, while Ed Curtis serves as administrator.

## History of Quality Management Program

The Main Street Health Center has an existing Quality Management Program to which the Infectious Disease Clinic occasionally submits statistics. Ellen Fazio, Medical Director of the Infectious Disease Unit, started a separate HIV quality program two years ago, but the program has been only tangentially involved with the facility's Quality Management Program—once the statistics are submitted, there is no additional contact.

Recently, the HIV quality program decided to participate in the HIVQUAL project and collected performance data for 2005. Dr. Fazio, the HIV medical director, is very excited about the data but hasn't been able to get anybody else to take notice, including the center's leadership (Medical Director Irene Ma and Administrator Ed Curtis) as well as the other clinical staff in the HIV program.

Administrator Jen Smith would really like to try a QI project, but she's worried she can't make the staff time available.

List concrete tasks which would help the Main Street Health Center achieve each of the 6 strategic aims.

Convey the importance of QI to external agents:

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Institutionalize quality improvements:

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Organize educational activities to promote quality:

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Demonstrate program successes:

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Recognize staff for their QI efforts:

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Commit resources for HIV quality program:

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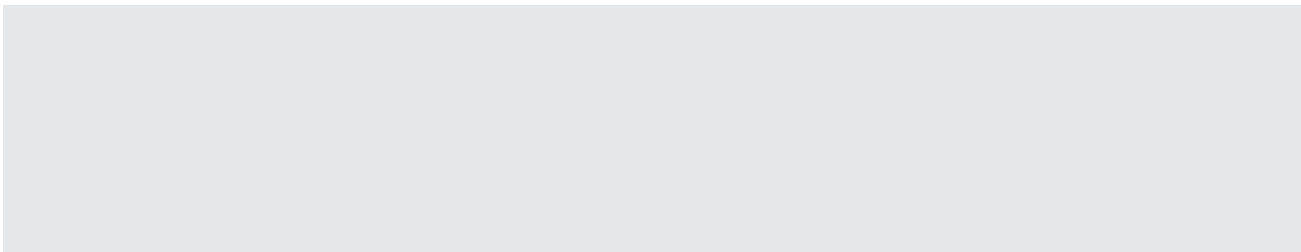
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# Support for Quality Program: Learning Transfer Worksheet

**Instructions:**

Assess your actions in establishing support for your HIV program. Using the information from today’s session, complete the grid below and briefly describe your program’s strengths and weaknesses.

	DOING WELL	NEED TO DO BETTER
CONVEYING IMPORTANCE OF QI		
ORGANIZING EDUCATIONAL ACTIVITIES		
RECOGNIZING STAFF		
INSTITUTIONALIZING QUALITY IMPROVEMENTS		
DEMONSTRATING PROGRAM SUCCESS		
COMMITTING RESOURCES		

# Support for Quality Program: Answer Key

The sample response provides a strategic approach to each of the 6 steps in the support methodology. It does not describe how the facility should or would build program support, but rather one way the methodology could be applied.

## Convey the importance of QI to external agents:

- Summarize and publish existing improvement opportunities based on the Infectious Disease Clinic's statistics.
- Invite key leaders to an HIV quality program meeting.
- Explain why it was necessary to start a separate HIV quality program to the center's leadership.
- Create a quality "story board" in the waiting room, visible to both patients and staff.

## Organize educational activities to promote quality:

- Ask Dr. Fazio and Dr. Ma to jointly address the importance of quality at the next staff meeting.
- Organize "brown bag lunch" training sessions on the benefits of quality improvement for patients and staff.
- Clarify the roles and responsibilities of the Quality Management Program versus the HIV quality program.
- Create and distribute a quarterly newsletter about quality.
- Copy relevant quality articles from medical journals and distribute them to staff.

## Recognize staff for their QI efforts:

- Publish quality project outcomes in the quarterly HIV newsletter.
- Use the waiting room bulletin board to feature one CQI team's quality efforts.
- During annual picnic, thank staff members for their efforts in recent quality activities.

## Institutionalize quality improvements:

- Include language in all job descriptions to make quality part of their jobs.
- Share "best practices" between the Quality Management Program and the HIV quality program.

## Demonstrate program successes:

- Publicize the program's success stories in the facility's internal publications and/or at an all-staff meeting.
- Collect performance data showing annual time/money saved due to QI efforts and create a brochure depicting positive trends.

## Commit resources for HIV quality program:

- Make staff time available for quality committee meetings and quality improvement projects.
- Apply for additional funding for a data person.
- Block out additional time for staff who are participating in QI teams.